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ABSTRACT

GRADE OR AGES: Junior and senior high school. SUBJECT MATTER: Special education. ORGANIZATION AND PHYSICAL APPEARANCE: Curriculum for junior high special education is presented in the first half of this guide. Topics cover mathematics, communication skills, social adjustment, personal grooming, the world of work, occupational information, occupational skills, and homemaking. The second portion of the guide is prepared for senior high school curriculum. The topics covered the same areas as the junior high curriculum with the exception of homemaking. Each topic is divided into general objectives, content, activities, and resources. The appendix includes job application forms. This guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives of each section are listed under general objectives. Detailed activities are listed under activities. INSTRUCTIONAL MATERIALS: Books, records, films and filmstrips are listed under resources. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

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# SPECIAL EDUCATION CURRICULUM

# FOR

# JUNIOR & SENIOR HIGH SCHOOL

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SP007377

## INTRODUCTION

This combined junior and senior high school guide which includes the areas of mathematics, communication, social adjustment, personal grooming, world of work, occupational information and occupational skills was developed in order that a synthesis of materials, information and skills could be introduced to the students in preparation for the working world.

The guide is not to be thought of as a representative of the entire curriculum but only as one integrated segment of the total curriculum.

It will be the responsibility of the individual teacher at the beginning of each year as the individual areas are introduced to determine what needs to be retaught and in some cases what needs to be taught for the first time. It is only through prescriptive teaching that effective and meaningful learning can occur.

The development of this curriculum guide was made possible through the cooperation of the junior and senior high school teachers.

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The Special Education Department extends its appreciation to the staff for their contributions as well as to Mrs. Patricia Schwartzlander, a parent and Mrs. Jean Tracy, librarian for their interest and assistance.

Angela Bowe
Chairman
Curriculum Committee

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JUNIOR HIGH SCHOOL SPECIAL EDUCATION


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# MATHEMATICS

## I. BASIC PROCESSES

A. General Objectives: The pupils will be able to compute the basic processes of addition, subtraction, multiplication, and division to the extent of their abilities.

B. Content:

1. Stress meaning of signs: plus +, minus -, times x, and division ÷

2. Drill on basic processes: Aim toward carrying in addition, borrowing in subtraction, multiplying with two digits, and dividing with a remainder or two steps or more.

C. Activities and Resources:

1. Drill exercises to provide repetition of processes.

2. Games at board or at seats with teams and computation on basic processes.

3. Use flash cards.

4. Multiplication Bingo (You must make up your set)

## II. WORLD PROBLEMS

A. General Objectives: The pupils will gain the information necessary and the ability to compute word problems involving the basic processes.

B. Content:

1. Stress key vocabulary words.
   a. Less, more, more than, difference, minus, take away -- indicate subtraction
   b. Total, altogether, in all -- indicate addition
   c. Two smaller numbers given and a larger number asked for usually indicates multiplication. (Also in all, total, etc.)
   d. How many in each -- indicates division

2. Teach the reading necessary to obtain the information needed to compute answers.

C. Activities and Resources:

1. Present several examples of word problems for the pupil to compute.

2. Teach solution of problems by a step method.
   To solve:
   a. Read problem carefully
   b. Get a picture in your mind of what is presented
   c. Look for the question
   d. Find the key words
   e. Decide on the process
   f. Compute and label

3. Present film: Arithmetic: Understanding the Problem

## III. MEASUREMENT

A. General Objectives: The pupils will be exposed to a variety of measurements and how they are used in daily living. The pupils will apply their learning in particular situations involving measurements. The pupils will learn various sources to check to find out measurements and their equals. (eg. cookbooks will tell them how many teaspoons equal a a tablespoon, etc.)

### TIME

B. Content:

1. Vocabulary to be stressed: (abreviations also) hour (hr.), half hour, quarter hour, and minutes (min.)
   Before the hour
   After the hour
   A.M. P.M.
   Minute hand hour hand

2. Telling of time to the hour, half-hour, quarter hour, and hopefully, at this level, the majority will learn to read time by the minutes.

3. Reading and writing of time.

C. Activities and Resources:

1. Use flannel clock to allow pupils to move hands to proper places. (Also will develop familiarity with terms)

2. Draw face of clock on board -- pupils fill in certain times with chalk.

3. Make paper clocks out of paper plates (tell pupils that they could use these to help younger brothers and sisters learn time - actually, helping themselves)

4. Present filmstrips for reinforcement:

   How to Tell Time: Hour & Half-Hour
   How to Tell Time: Minutes

5. Present word problems for pupils to read and compute.

6. Read bus, train, and airplane schedules.

7. Stress importance of appointments (dr., dentist, work, interviews)

8. Go over time allowances on the job -- lunch hour, coffee hour, etc.

9. Make a time schedule of daily and weekly activities, budgeting time allowed for school, work, sleeping, eating, play.

## CALENDAR

D. Content:

1. Trace the development of time and how early man to modern man kept records.

2. Vocabulary to be stressed: calendar, year (yr.), month (mon.), week (wk.), and day.

3. Develop understanding of year, month, week and day and their length.

E. Activities and Resources:

1. Use reading story in Reading Attainment System on how early man told time.

2. "Moon Calendar" -- Read and discuss early methods of computing "one month."

3. Make moon calendar. Have pupils keep track of the development and gradually disappearance of the full moon. Mark each day on the calendar.

4. Discuss switch to sun calendar.

5. Compute school weeks in a year.

6. Compute days until birthday or other holidays.

7. Compute ages in years and months.

8. Word problems involving the calendar.

9. Present film: The Story of Measuring Time

## WEIGHT

F. Content:

1. Vocabulary and abreviations to be stressed: pound (lb.), ounce (oz.), and ton (t.)

2. Introduce weight measuring instruments -- scales, balance scales, baby scales, grocery scales.

3. Teach how to measure various items to determine how many pounds or ounces or tons.

4. Teach net weight.

G. Activities and Resources:

1. Bring in baby scales or others. Also bring a variety of canned, bottled, or packaged food. Have pupils estimate weight first - then weigh it.

## WEIGHT

G. Activities and Resources (Continued)

2. Net weight -- weigh only the contents of a dry package to check net weight. Show how boxes and bottles have weight themselves. New weight is inside.

3. Bring in loose items and have pupils measure out five pounds of oranges, etc.

4. Use balance scales and butter in quarter pounds. Put part of the pound on one side -- balance the scale with items from pupil's desk.

5. Use scales from the nurse's office and let children weigh each other.

6. Present films: Ounces, Pounds, and Tons and The Story of Weights and Measures

7. World problems

## LINEAR

H. Content:

1. Vocabulary and abreviations: inch (in.), foot (ft.), yard (yd.)

2. Teach how and where inches, feet, and yards used and their size.

3. Teach how to read ruler and yard stick.

I. Activities and Resources

1. Make ruler out of construction paper, marking inches in red, half inches in blue, and quarter inches red.

2. Measure various objects in the room.

3. Give scraps of material to pupils with individual directions for cutting a piece $3\frac{1}{2}$" by $4\frac{1}{4}$".

4. Measuring Scavenger Hunt -- Write down the measurements of various articles in the room. Pupils given a certain length of time to measure to find objects to fit the measures. (Also can be done as a homework assignment -- pupils find objects in the home to fit certain measurements.)

5. Show films: Let's Measure: Inches, Feet, and Yards and filmstrips: Measuring How Long

6. Present word problems involving linear measures.

7. Make duster for cleaning out of a bent coat hanger and pieces of yarn that the children must cut 8".

## LIQUID

J. Content:

1. Vocabulary and abreviations to be stressed: cup, glass, pint (pt.), quart (qt.), half-gallon, and gallon (gal.), teaspoon and tablespoon.

2. Introduce various instruments which measure liquid materials.

3. Discuss and list items usually measured by liquid measure.

4. Teach basic measure - eg. 4 qt. equals 1 gal.

K. Activities and Resources:

1. Use glass, cup, pint, quart, half-gallon and gallon bottles. Have pupils measure with water to show which measures equal another and how many are required.

2. Measure different amounts of food -- a teaspoon of vanilla - a tablespoon of butter.

3. Follow simple recipes and allow class to cook a few things involving measurement.

4. Present word problems to show use in daily situations.

5. Show films: Let's Measure: Pt., Qt., and Gal. and Measurement.

6. Make a table display of bottles and other packages which are measured in liquid measure.

## DRY

L. Content:

1. Vocabulary and abreviations: bushel (bu.), peck (pk.), and qt. Dozen may also be included here.

2. Stress these measures and how and where they are used.

3. Introduce the bushel, peck, and quart basket.

4. Teach their size and their relationship to one another.

M. Activities and Resources:

1. Take a trip to the Farmer's Market to see how these measures are used.

2. Present word problems to show their use in daily situations.

## HEAT AND TEMPERATURE

N. Content:

1. Vocabulary: Degree°, centigrade and farenheit
2. Introduce instruments used to measure heat.
3. Teach why it is necessary to be able to regulate heat and where these regulators are. (eg. airplanes, cars, stoves, swimming pools, etc.)
4. Teach how to read and record degrees.
5. Teach freezing point, boiling point, and body temperature.

O. Activities and Resources

1. Bring a thermometer -- allow pupils to take one another's temperature. Practice in reading a thermometer.
2. Boil water and test boiling point with thermometer.
3. Freeze water and then check the freezing point.
4. Keep a daily record of the temperature. Note seasonal changes.
5. Present word problems in this area.
6. Show films: Thermometers: How They Help Us.

Miscellaneous Measurements which can be taught:

1. Distance
   a. Miles -- distance from one point to another,
      distance to certain places in the country and state
      (1) How is it measured? Odometer measures miles
      Speedometer measures speed
      (Discover speed limits for various streets and highways)
      (2) Acre -- What is it? Where is it used?

## IV. MONEY

A. General Objectives: Pupils will obtain an understanding of dollars and cents and be able to apply this in everyday life situations. They will apply this learning in a positive way toward buying, budgeting, earning, savings, and paying of bills.

## CHANGE AND BILLS

B. Content:

1. Discuss early formation of payment which eventually grew into our present money system.

## CHANGE AND BILLS

B. Content: (Continued)

2. Vocabulary: penny, cent, nickel, dime, quarter, half-dollar dollar bill

3. Teach recognition of the above

4. Teach understanding of the value of the above and their comparison.

5. Teach signs $ . ¢
(Try to get away from use of ¢ sign)

6. Teach how to read and write money.

7. Teach how to make change from nickel, dime, quarter, half-dollar, and dollar.

C. Activities and Resources:

1. Story from Reading Attainment System on Money! Money! Money!

2. Make a chart with actual picture size drawings of 100 pennies to equal a dollar, 20 nickels, 10 dimes, 4 quarters, 2 halves.

3. Use Avidesk (if you have one). This machine has excellent filmstrips and tapes on counting change from a nickel, dime, quarter, half, and dollar.

4. Get play money and pose situations for the pupils to count back change.

5. Use drill work in adding and subtracting money.

6. Translate money written in words to $ and . .

7. Have bake sale in room to earn money for the class.

8. Show films: The Story of Our Money System and Making Change

## BUDGETING -- BILL PAYING -- BUYING

D. Content:

1. Discuss budget -- What is it? Why is it necessary?

2. Discuss allowances and other earnings and how to budget.

3. Vocabulary: regular price, sale price, cost, "off", discount, installment, charge, lay-a-way.

4. Discuss various methods of buying and which ones are wise installments -- charge -- credit -- lay-a-way.

## BUDGETING -- BILL PAYING -- BUYING

E. Activities and Resources:

1. Allow pupils to figure their school budget or weekly budget to determine spendings. (Evaluate with them to see where overspending is taking place.)
2. Compute cost of riding bus to and from school.
3. Figure grocery bill.
4. Shopping spree -- give pupils section from Wednesday or Thursday food ads. Tell them to purchase $50.00 worth of groceries for a family of five for a week. (Make a contest out of it -- must have good balanced meals.)
5. Compute dry cleaning bills.
6. Compute laundry bills.
7. Cost of mailing packages and letters
8. Cost of eating in a restaurant -- figuring the check
9. Cost of date
10. Cost of doing own repairs vs. having them done
11. Cost of cars and their upkeep
12. Cost of buying gifts
13. Payment of bills on time -- stress this
14. Present word problems on all of these areas
15. Films: Money Talks
    You and Your Money
16. Present story from Reading Attainment System - Credit or Cash?

## WORK -- WAGES -- TAXES

F. Content:

1. Teach value and importance of earning money.
2. Discuss wages per hour and minimum wage.
3. Teach gross pay or salary and take home or net pay earned.
4. Taxes -- Federal, State, Social Security, and other withholdings. Discuss why necessary and where the money goes.
5. Discuss tax return students receive and how to apply for this return.

## WORK -- WAGES -- TAXES

G. Activities and Resources:

1. Work several word problems to learn how to compute salaries.

2. Check into wages for various jobs.

3. Useful Arithmetic has some very good exercises to provide practice material.

4. Compute and figure how to budget your pay check to determine essential and non-essential expenditures.

## SAVINGS -- BANKING

H. Content:

1. Vocabulary: Savings account, checking account, pass book, check, withdrawal, and deposit

2. Discuss which type of account would best serve your needs.

3. Teach understanding of checks -- how to read and write them. This is an excellent opportunity to teach place value of numbers, how to read them, and how to write them.

4. Discuss interest earned on savings -- purpose of. (Can introduce % here.)

I. Activities and Resources:

1. Story from Reading Attainment System: Checking Account of Savings Account

2. Films: Fred Meets A Bank
   Money in the Bank and Out

3. Ditto copies of checks for pupils to practice writing

4. Show example of pass book and what it means to deposit withdraw money.

5. Compute interest on the money saved.

6. Present word problems on this area.

V. FRACTIONS

A. General Objectives: The students will be able to recognize and understand common fractions and use them in life situations.

B. Content:

1. Vocabulary. Fraction, parts of, equal parts of, denominators, numerator.

2. Teach meaning of numbers above and below the bar line.

3. Teach meaning of bar line.

4. Stress equal parts

5. Discuss and list ways of using fractions.

6. Teach relationship of various fractions. (eg. $\frac{1}{2}$ equals $\frac{1}{4}$)

7. Teach how to read and write fractions.

8. Introduce mixed numbers and improper fractions.

(The extent to which fractions are studied will depend largely on the background of students in Math and their general ability.)

C. Activities and Resources:

1. Have pupils cut or fold paper to understand how fractions are divided into parts of a whole thing.

2. Label parts to learn to recognize 1/4, 1/2, 1/3, etc.

3. Use drill work to teach addition and subtraction of fractions.

4. Filmstrips: Meaning of Fractions
Understanding Fractions

5. Measure out recipes using fractional parts.

6. Boys -- use in shop work to show how they are used in building plans.
Girls -- use with pattern to measure proper size.

7. Work on unlike denominators and converting fractions to higher or lower terms.

8. Work on drill exercises to change improper fractions to mixed numbers.

9. Present word problems using fraction.

VI. DECIMALS

A. General Objectives: The pupils will learn to read decimals to the thousandths. They will understand their uses and how they represent parts of things.

B. Content:

1. Understanding of decimal point and tenths, hundredths, and thousandths.

2. Realize that decimals are just another way to represent certain fractions.

3. Understanding uses -- used especially in giving price of gasoline or keeping records of various things.

4. Accurate and easier to write

C. Activities and Resources:

1. Present activities to enable pupils to learn to read and write simple decimals.

2. Convert fractions to decimals and decimals to fractions.

3. Exercises in adding and subtracting of decimals.

4. Filmstrip: The Meaning of Decimals

(The extent to which fractions are studied will depend on the ability and background of your students.)

VII. TABLES AND GRAPHS

A. General Objectives: The pupils will learn to recognize tables and graphs as aids to learning. They will be able to use tables and graphs to increase their own learning.

B. Content:

1. Vocabulary to be stressed: table, graph, line graph, circle graph, bar graph, and picture graph

2. Present various types of graphs. Discuss why they are called et. line or circle.

3. Discuss uses and easy way they aid our learning.

4. Teach how to read graphs and tables.

C. Activities and Resources:

1. Choose several examples from various textbooks and let the pupils work them. (It has been found that once the pupil catches on, he is very eager to work them to discover various facts.)

2. Use almanacs or encyclopedias to find examples of graphs and tables. Use records of facts children might enjoy learning.

3. Use filmstrip: Tables, Graphs, Scales

## COMMUNICATION SKILLS

GENERAL OBJECTIVES:

1. Provide the students opportunities using various situations and experiences which they have or will have necessitating oral language.

2. Through activities presented in this unit students should become more verbal and mature in their ability to converse orally.

3. Clarify problems and discuss possible solutions to normal or natural situations the students have or will have with:
   a. parents and family
   b. peers
   c. community

CONTENT:

I. Social Living Skills

A. With parents and family, duties and responsibilities of family members, be truthful and accurate.

B. Use of oral communication in:

1. Carrying on conversations
2. Discussing problems
3. Airing views
4. Answering questions
5. Relaying information
6. Sharing experiences

C. With peers to:

1. Develop friendships
   a. Inviting friends to your home
   b. Inviting friends to a movie or for a soda
2. Present views
3. Discuss problems and differences
4. Answering questions in and out of class
5. Relay information accurately

D. With members of the community:

1. How to converse with:
   a. teachers, principals, substitute teachers and guest
   b. doctors and dentists
   c. members of the clergy
   d. law enforcement officers
   e. store clerks
   f. bus drivers
   g. employers
2. How to give directions: clearly, concisely, accurately
3. How to answer and place phone calls
4. How to express opinions, sensibly in proper, courteous acceptable language

CONTENT: (Continued)

E. School Communications (Oral)

1. Present opinions on lessons
2. Discuss problems or other things with teacher, principal, teacher aide, or other school personnel
3. Pronounce terms or discuss e.g. sports, homemaking, reading
4. Read aloud
5. Carry on conversation with friends
6. Relay messages
7. Give directions

F. Social Adaptation

1. Expresses self at proper time -- demonstrates manners
2. Proper volume, doesn't speak too loud or too soft
3. Uses acceptable language
4. Uses words understood by speaker and listener
5. Speak to people, faces them
6. Is conscious that personal appearance can affect attitude of listeners, look neat and clean
7. Aware of people's feelings -- develops tactfulness

G. Related Health Areas

1. Proper care of teeth
2. Controls breath problem - gargle
3. Talks without expectorating on people

H. Purposes for Acceptable Communication

1. Employment -- communicate with employer and fellow workers
2. Able to express self and views
3. Expand knowledge of environment and world situations, local developments, and interests
4. Seeks out, explores, and expands relationships
5. Improve capability of individual -- expands his potential
6. Assist others -- learning, problem solving

I. Speech Disorders (can be assisted through):

1. Speech pathologist
2. Social workers
3. Psychologists
4. Speech teacher
5. Classroom teacher
6. Medical doctor
7. Peers
8. Tutor

J. Vocabulary: All vocabulary specific to situations which will help the child to converse within his own environment and community e.g. Job Corps, Salina Street, Court House, Employment Office, Social Security application, experience.

CONTENT: (Continued)

K. Use of telephone - speak clearly, not too loud or soft, be polite. Proper greeting when calling - e.g. "Hello, this is Joseph Brown." Is the manager in? May I speak to him?" When the person with whom you wanted to speak answers, greet him - ("Hello, Mr. Lang, this is Joseph Brown.") Then state your reason for calling.

## POSSIBLE USES OF A TAPE RECORDER

READING:

1. Voice discussion and analysis
2. Reading Readiness
3. Reading Development
4. Parent Conference
5. Helping Slow Readers
6. Preparing assembly programs

LANGUAGE ARTS:

1. Developing creative expression
2. Oral grammar exercises
3. Group memorizing
4. Dictation

CREATIVE DRAMATICS:

1. Reading skits and playlets
2. Puppet plays
3. Establishing dramatic workshop
4. Class play try-outs
5. Pantomine
6. Preparing
7. Correcting speech defects

SOCIAL STUDIES:

1. Improving committee communications
2. Social studies quizzes
3. Local history and lore
4. Committee trips and interviews
5. Dramatize historical events
6. Tape exchange programs
7. News reporting
8. On the spot recording

From The Tape Recorder in the Classroom
-- 3M Company

SUGGESTED ACTIVITIES:

A. Retelling of stories -- read, experienced, or heard. Stories chosen for retelling by individuals should be brief. The child should be guided if necessary. The important point is to be interested and listen to him.

B. Use of pantomime -- At the start, the imitations should be simple commonplace activities or easily identified movements such as sewing, hanging up clothes, hoeing, raking leaves, driving an automobile, etc. One could make a list on the board of ideas for pantomiming. The others try to choose and repeat aloud the phrase from the board being acted. Possible list:

a housewife washing and drying clothes
a fisherman bating a hook and catching a fish
a cowboy on a bucking bronco
a leader of a band
a person boarding a bus
a ticket seller at a theater

C. Dramatization:

1. Use of the telephone
   a. properly addressing persons called, properly responding when called
   b. getting the desired information
   c. calling the doctor, the police, or the fire department
   d. use of pamphlets and teletrainer equipment furnished by the telephone company
      (1) calling out of town dial operator for the area code or have her get the number for you if it is a "person to person" call
      (2) for "station to station" dial 1 - area code - and the number you are calling
      (3) for information in the city your calling (out of town) dial 1 - area code - 555121 j or ask the operator to please find the number for you
   e. make situations for buying by phone; arranging for interviews; calling to cancel or make appointments - doctors, hairdresser, insurance or taxes; ordering groceries; getting information from the library, etc.
2. Having guests for a meal
3. Ordering a meal in a restaurant
4. Asking for a book at the library
5. Buying a ticket for a journey
6. Renting a house
7. Applying for a job
8. Interviews - use tape recorder (discuss weak and strong points of interview)

D. Language Games

1. Preposition game: the teacher places on the chalkboard a list of prepositions as, on, in, under, beside, near, by, into. Some small article is hidden within a prescribed area. The guesser tries to locate it by questioning, "Is it in the vase?" "Is it under the book?" etc. each time using one of the prepositions listed.

D. Language Games (Continued)

2. Descriptive word game -- from a group of objects, one, known to all but the guesser is chosen. On the board is written a list of descriptive words or phrases, only one of which adequately describes the object selected. The guesser questions one pupil after another incorporating in his questions one of the descriptive terms such as: "Is it useful?" "Is it made of metal? "Is it fragile?"

E. Better Speech Bulletin Board

F. Short Plays

G. Prepare and give a speech:

1. Make a list of topics suggested by the class. Ex: "What I want to be," "My Favorite Hobby," "Babysitting," "A Good Vacation," etc.
2. Students should include:
   a. main idea
   b. facts related to this idea
   c. a good topic or starting sentence
3. Let the students evaluate their classmates on the basis of:
   a. clarity
   b. interest
   c. way the topic was handled,continuity, stick to the subject, etc.
   d. good starting sentence
   e. good conclusion or ending

RESOURCES:

1. Equipment: tape recorder, movie projector, film strip projector, records, cards, slides, books, blackboards, bulletin boards, teletrainer and pamphlets related to this, telephone directory.

2. "Common Signs of Community Service and Safety" - Fern Tripp

   Text: "An Oral Language Practice Book" - Harr Wagner Publishing Company

   Turner Livingston Series (Communication)
   1) The Language You Speak
   2) The Phone Calls You Make

   Movies: "Telephone Courtesy" (25 Min.) Bell Telephone Company
   "Thanks for Listening" (30 Min.) " " "
   "Dialing Tips" (5½ Min.) " " "
   "The Invisible Receptionist" (21 Min.) " "
   "A Thought for Tomorrow" (Vocational Guidance) (19 Min.)
   Wayne University A-V Materials Consultant Bureau
   "You Can Tell by the Teller" (18 Min.) Telephone Company Business Office
   "Your Tell-Tale Voice" (20 Min.) " " " "

   More Books: "Meeting New Friends" - Level 4 - Lyon and Carnahan
   Turner Livingston Series - Follett Publishing Company
   (1) "The Family You Belong To"
   (2) "The Friends You Make"

RESOURCES: (Continued)

(3) "The Town You Live In"
"Working with Sound"- A-F Barnell & Loft Ltd.
"Steps in Home Living" Charles Bennett Company, Inc.

Other materials available including personnel films, etc. - at Special Projects

Use of Building Directories

"Teen Talk - Marion Glendening
"Etiquette Jr." - Clark & Quigley
"About You" - Cosegrove & Josey - Family Living Series - Vol. I
"Ten Topics Toward Happier Homes" - Edgar M. Finch
"Junior Home Problems" - Kenyonane Hopkins
"Sharing Home Life" - Baxter, Justin & Rust

Films: "Ways to Settle Disputes"
"If You Please - Manners for Today" - Special Projects
"You and Your Folks" " "
"At Home in the Evening" " "
"Home and Community" " "
"Growing Up Series" " "

Filmstrips:

"Freedom of Speech"
"Experiment in Wd. Friendship" American Friends
Service Committee, 20 S. 12th Street
Philadelphia, P. (Visual-Aid Section)
"Maple Street All Americans All Races"
Anti-Defamation League, 308 Crosby Bldg.
Buffalo, New York

## SOCIAL ADJUSTMENT

GENERAL OBJECTIVES:

1. To make the child aware that each person in a family has duties and responsibilities toward each other -- they cannot function alone.

2. To make the child aware that each person has responsibilities toward making the school a place of learning as well as a place of friendship and fun.

CONTENT:

I. Social Adjustment in the Home

A. Relationship with father and mother

B. Relationship with brothers, sisters and relatives

C. Relationship with pets

D. Chores

E. Leisure activities and hobbies

ACTIVITIES:

Role playing, scrapbooks, discussions, introduction of various kinds of hobbies and activities that can be continued at home with other members of the family.

II. Social Adjustment in School

A. Relationship with fellow students

B. Relationship with homeroom teacher

C. Relationship with other teachers

D. Relationship with principal and others in authority

E. Relationship with custodial, lunchroom personnel, etc.

ACTIVITIES:

Role playing (being the teacher, being the principal) - posters (ex. How to succeed at _____ by really trying) Panel discussions.

III. Social Adjustment in the Community

A. Behavior on school buses and city buses

B. Behavior on city streets and in stores

C. Behavior in theatres and museums, etc.

III. Social Adjustment in the Community (Continued)

D. Behavior in church

E. Behavior at ballgames, skating rinks, restaurants, etc.

ACTIVITIES:

Role playing, field trips, knowing what is available in the community for amusement and for broadening ourselves, bulletin boards of pertinent events.

IV. Social Adjustment on the Job

A. Getting along with fellow employees - discuss procedures and types

B. Time requirements

C. Cooperation with employer and supervisor

D. Safety habits

E. Loyalty to job

ACTIVITIES:

Role playing, budgeting of time at home so as to do home duties and get to work on time, acquaintance with time cards, etc., posters on safety at work.

V. Social Adjustment with the Opposite Sex

A. Respect to members of the opposite sex (Important)

B. Behavior on a date

C. How to make introductions

D. Proper conversation

E. Manners - How to act in specific situations - party, dance, formal, theater

ACTIVITIES:

There are unlimited ways of making this phase of the social adjustment program very meaningful and helpful. Role playing, discussions, magazine articles (Seventeen), posters, parties.

RESOURCES:

1. Seventeen Magazine
   Ingenu Magazine
   Mademoiselle
2. Films
3. Text "Steps in Home Living"
4. Visits to hobby shop

# PERSONAL GROOMING

## GENERAL OBJECTIVES:

To teach concept of how you appear to others influences the way in which they react to you.

Specific:

Hair - To show how to wash and care for hair

Ears - To show what their function is and how to care for them

Eyes - To teach function of eye, damage done if mistreated

Skin - To teach proper skin care. To tell what to do for unclear complexion

Teeth - To know why teeth are important, how they effect appearance and how to care for them. Importance of yearly dental visits

Nails - How to care for cuticle, filing of nails

Body - To keep clean and appear that way

Clothing - To wear flattering and pleasing clothing, stress color coordination, proper lines

## CONTENT:

I. Hair

A. Shampoo

1. Types -- dry, oily, dandruff, rinses, mini-shampoo
2. Proper washing and frequency
3. Styling and setting (hair fads and sprays)
4. Proper brushing and combing
5. Importance of hair to total appearance
6. Diseases
   a. lice, ringworm, dandruff
7. Dying and bleaching
   a. dangers to hair and eyes
   b. different products available
   c. importance of following directions
   d. bleaching eyebrows and lashes -- danger of

II. Ears

A. Cleaning

1. Q-tips, washcloth

B. Major parts of the ear and function

C. Avoid sharp objects in ear

D. Piercing ears -- how to prevent infection

CONTENT: Continued)

III. Eyes

A. Major parts of eye and function of each

B. Diseases of eye

1. Conjunctivitis
2. Styes
3. Corneal scarring -- sticking things in eye

C. Recognition of need for glasses

D. Importance of yearly check-up (not optician)

E. Proper light for reading, eye strain

F. Proper make-up for girls and how to apply

G. Nearsightedness - foresightedness

IV. Skin

A. Proper washing techniques

B. Complexion

1. Acne -- causes, diet, washing, medications
2. Blackheads

C. Face make-up

1. Non-allergic types

D. Shaving

1. Technique
2. Types of razors
3. After shave lotion

V. Teeth

A. Construction of teeth

1. How they decay

B. Importance of proper dental care

1. Six month check-ups

C. Proper brushing

D. Diet -- too much candy and soda

E. Mouth wash

1. Proper use

CONTENT: (Continued)

VI. Body

A. Shower and baths -- how often

1. Articles needed to take a bath or shower
   a. soap, washcloth, clean towel
2. Things to be careful of in locker room
   a. athletes foot

B. Deodorant

1. Kinds -- anti-perspirant, roll-on, spray
2. When to use

C. Posture

1. Correct posture
2. How to sit correctly
3. Back strain

D. Nails

1. Cutting - care of
2. Toe nails

VII. Clothing

A. Size

1. Review the categories -- junior petite, regular and misses
2. How measurements determine size. Men's sizes

B. The right clothing for each figure

1. What styles look best on what kinds of figures

C. Colors

1. Match complexion and hair color

D. Fabric

1. Appropriate to season - different kinds of materials and weaves

E. Care

1. Wash and dry
2. Dry cleaning and cost
3. Sorting clothes for washing
4. Bleaching
5. Stains, how to remove - pre-soaking
6. Ironing
7. Hand washing

CONTENT: (Continued)

F. Appropriate dress

1. School
2. Job
3. Dating

VIII. Shoes and Boots

A. How to buy

B. Color

C. Size

ACTIVITIES:

I. Hair differences for boys and girls

A. Have someone demonstrate proper hair washing

1. Need towel and shampoo

B. Working with girls talk about hair styles also same with boys. Have a beautician visit.

C. Make scrapbook using magazine pictures for different stylings and on what type of person they look best.

D. Demonstrate with hair piece what happens when hair is not taken care of.

1. Excessive bleaching -- or not following directions
2. Split ends from rolling hair improperly
3. Combing and brushing -- demonstrate
4. How to clean comb and brush

E. Make cardboard dolls, put different hair styles (cut out of magazines - heads with hair styles) to see what difference hair style makes.

F. Hair color booklets

G. Charts -- on hair diseases

1. Ringworm, etc. -- what they look like and how they attack scalp

II. Ears

A. Chart to demonstrate dangers involved in cleaning ears -- class could do this as a project.

1. Pencils, bobbypins, sharp implements

B. Using a drawing of an ear, show how to clean properly - what happens when not cleaned.

ACTIVITIES: (Continued)

II. Ears

C. Piercing ears

1. Where to go to have pierced -- doctor or jeweler?
2. Proper cleansing if or if not infected

III. Eyes

A. Films on the eye

B. Plastic model of main parts and function of each -- usually a science teacher in building has one.

C. Types of eye doctors and what each does:

1. Optician
2. Opthalmologist
3. Optometrist
4. Oculist

RESOURCES:

1. Visits from makeup companies (Avon, Merle Norman)
2. Visits from pattern company representatives
3. Materials and fabric samples from pattern companies
4. Much bulletin board material from pattern companies
5. Singer Sewing Machine charts
6. Growing Up and Liking It (School Nurse)
7. Personal Hygiene For Girls - Film

## WORLD OF WORK

GENERAL OBJECTIVES:

To apply basic vocational and employment skills learned in "Occupational Information" and Occupational Skills"

I. CONTENT:

A. Area of Learning and Development

1. To explore areas of work available to these students. Discuss, read about, list qualifications for:

Dishwasher
Bus Boy
Waitress
Nurse's aide (non-professional)
Orderly
Maid
Clerk
Beautician's aide
Teacher's aide
Gas station attendant
Car Hop
Car washers
Kitchen aide
Factory cleaners
Dry cleaning establishment
Assembly worker
Laundry worker
Bus monitors
Stock boy
Gift wrapper

2. To visit:

(To see above jobs under working conditions)

Coyne & Atlas Laundry
Hospitals (Community, Upstate, Veterans, Onondaga County Home, St. Joseph's)
Onondaga Pottery
Carrier
General Electric
Sears Automotive Parts Department
Syracuse Hotel and others
Motels
Edwards and other stores
Carrolls - McDonald's,etc.
Fibison Dry Cleaning
Central Tech (foods, cosmetics, nurse's program)
Telephone Company
Beauty Shop
Gas station
Automobile dealers
Grocery stores

I. CONTENT: (Continued)

A. Area of Learning and Development

3. Job Interviews
   a. appearance
   b. language - information to be asked for
   c. correct spelling for application forms
   d. teacher - student (Act out job
      student - teacher interview)

4. Have former students who have jobs in various places visit class to relate job experiences.

5. Work wage receipts - figuring deductions - difference between wages and take-home pay

6. Computing taxes:
   Sales tax, gas tax, cigarette tax, income tax, property tax, car licenses, driver's licenses

7. Requirements for filing taxes:
   W-2 form
   Income taxes and return
   How to compute - where to go for help - Internal Revenue Service

8. Loyalty to employer:
   Notify employer when sick or going to be late
   Make appointments outside of working hours
   Sick leave, accidents, vacation, laid off, day's wage for a good day's work

9. Hospitalization insurance, compensation, unions, social security benefits (widows, dependent children, burial allowance)

10. Minimum wages (hospitals, etc. not covered) laws for particular state

11. Car vs public transportation:
    Initial cost
    Upkeep
    Insurance (high rate for under 25)
    Convenience
    Monthly payments
    Depreciation

12. Learn how to bank:
    School savings accounts, checking, savings
    Making out deposit and withdrawal slips
    Keep accurate bank account
    Knowledge of interest charged for loans
    Interest earned on savings account

13. Neatness:
    Personal appearance on job - appropriate dress for looks and safety
    (Proper health habits and cleanliness)
    Working supplies and lockers
    Proper dress dependent on job

I. CONTENT: (Continued)

14. Courtesy on the job:
    a. consideration of others
    b. follow instructions

15. Fringe benefits vs higher wages

16. Budgeting:
    a. Time - enough time for rest
    b. Money - enough to last from payday to payday without borrowing
    c. Buying only what you can afford

II. ACTIVITIES:

A. ~~Make~~ scrap books related to various jobs

B. Make murals of various workers

C. Visit the various types of industries listed in "Content Area"

D. Use teletrainer to practice calling about a job. (Obtain through Telephone Company)

E. Act out employer-employee relations both bad and good

F. Make appointments for actual job interviews with personnel people at factories, etc. which have been visited.

III. RESOURCES:

A. Texts

Shaw, Bernard - Foundations of Citizenship
Shaw, Bernard - Finding Your Job
Shaw, Bernard - Your Occupation
Twiss - When I Go To Work - Ginn & Company
Your Social Security - U. S. Department of Health, Education & Welfare
Baer & Rueber - Occupational Information - Science Research Associates, Inc.
Brewer & Landry - Occupations Today - Ginn & Company
Baughman, U. E. - Know Your Money - U. S. Secret Service
Greenleaf - Occupations & Careers - McGraw-Hill
Landis-Landis - Building Your Life - Prentice Hall
Meyer, Little, Robinson - Planning Your Future
Turner-Livingston - The Money You Spend
Bohn and Wool - Useful Arithmetic

B. Pamphlets & Magazines

Job Descriptions for Food, Hospital, Mechanics, Trades & Restaurant Work - U. S. Department of Labor

Getting & Holding A Job - Why Young People Lose Their Jobs - How to meet an Employer - How to Begin Working - New York Employment Services

III. RESOURCES (Continued)

B. Pamphlets & Magazines:

Daily Newspapers - Want Ads
Finding Your Job
I Want A Job

C. Films - Special Projects

Careers for Girls
Finding Your Life's Work
Fred meets a Bank
How to Keep What We Have
I Want to be a Secretary
Installment Buying
Personal Qualities for Job Success
Using Bank Credit
How To Keep A Job
Your Earning Power
Money in the Bank and Out
Choosing Your Occupation
You and Your Money
*Children All Work and Play

D. Films - (Buchan Pictures, 122 W. Chippewa Street, Buffalo, N.Y.)

Dangerous Years
Credit
Career for Two
From Cow to Carton
Future in Steel
Good Looks
Making Friends
Money Tree
Passbook to Happiness
Physically Fit
Refinery At Work
Teen Aged? Have Acne?
Your Stake in Tomorrow
World of a Girl
Together
These Are My People
Its Your Move
Three for the Future
The Money Tree

*Free Films (return postage 15¢)

## OCCUPATIONAL INFORMATION

GENERAL OBJECTIVES:

1. To be able to state what are the qualities of a good worker.
2. To be able to take constructive criticism.
3. To take care of tools and other materials.
4. To be able to identify poisons found in the home.
5. To be able to list ten home safety rules.
6. To be able to give the safety rules of the school and know why they exist.
7. To be able to properly fill out an application, a minimum of three types - (store, company, etc.).
8. To be able to participate in an interview situation.
9. To know proper dress for interview.
10. To know what is involved in keeping a job.
11. Can demonstrate proper and improper dress.
12. To know the essentials of getting along with people.
13. To learn work rules and skills. (To be able to use punch clock correctly.)

CONTENT.

I. Qualities of a Good Worker

- A. Neatness
- B. Personal Cleanliness
  1. daily bath or shower
  2. brushing teeth
  3. cleaning hair and nails
- C. Punctuality
  1. getting to school on time
  2. being on time for appointments
  3. being on time for work
- D. Job Responsibility
  1. To do the job to the best of one's ability
  2. Loyalty to company

I. CONTENT: (Continued)

E. Responsibility to Employer

1. To go to work well rested and sober
2. Be friendly and courteous
3. To give a full day's work
    a. make appointments after working hours
4. To notify company if you can't make it to work
5. To handle criticism in a mature fashion

F. Responsibility to Fellow Employees

1. Do your job
2. Don't bother others
3. Help if you are asked and you are able
4. Be friendly and courteous

G. Responsibility in School

1. Getting to school on time
2. To have good attendance
    a. this is a good reference when applying for a job
3. Be courteous to supervisors
4. Be courteous to fellow students

H. Know Major Happenings in Community

1. Any political elections
    a. know who's running and why
    b. vote on issues for whom you feel will help all and be fairest for all
2. Any fund drives
    a. Community Chest
    b. United Fund, etc.

I. Maintenance and Care of Tools and Other Materials

1. School: learn to care for these:
    a. desk, classroom
    b. notes, pencils and pens and notebook
    c. eye glasses
2. Clothing: learn where and how to keep these:
    a. rubbers and overshoes
    b. coats, hats and clothes
3. Equipment - Shop-Home:
    a. screw driver, pliers, nail file
    b. clippers, lawn equipment, garbage cans

I. CONTENT: (Continued)

J. Health & Safety

1. At home: poisons, stoves, furnaces, heaters, fans, electrical appliances and outlets
2. Fire safety: know rules
3. Explain meaning and various types of poisons, pills, bleaches, soap, liquid medicines and rubbing alcohol
    a. keep out of reach of children
    b. take medicine as prescribed or according to directions
    c. label all drugs properly
4. Have the number for police, doctor, fire and poison control center available.

K. The Interview - Vocabulary

1. Application: form filled out when seeking job
2. Interview: talk with representative of company
3. Applicant: person seeking the job
4. Working papers, new one for every job: parents consent for working
5. Qualifications: for the job

L. Preparation for an Interview

1. Find out about the company in which you are interested - what it does or what it makes.
2. Figure out if you are qualified according to the job descriptions in the company.
    a. stress the training available on various jobs so applicant will not be afraid to try
3. Write down all the names, dates and places you will need for the interview and for the application.
    a. names and addresses of references
    b. schools attended and dates
        (1) also difference between grammar school and high school
    c. learn social security number
    d. work permit, have signed paper from Board of Education
    e. addresses
4. Cleanliness (overlapping Personal Grooming)
    a. bath and use of deodorant
    b. clean fingernails
    c. wash and brush hair
    d. wear clean underwear, socks or stockings
    e. wear clean and neatly pressed clothes
5. How to dress: refer to Personal Grooming
    a. girls: a skirt or dress - a school dress not a party dress, stockings
    b. boys: a suit, shirt and tie, or slacks and a shirt or slacks, shirt and a sweater
6. Being Interviewed
    a. remember to be on time
    b. speak plainly and clearly
    c. be polite
    d. do not interrupt the person talking with you
    e. look at the person interviewing you
    f. do not speak too loudly or too softly

I. CONTENT: (Continued)

L. Preparation for an Interview

6. Being Interviewed
   g. answer only the questions asked
   h. talk about just the job and your qualifications and willingness to work and learn
   i. stick to the subject of the interview
   j. don't oversell yourself
   k. don't undersell yourself
   l. don't lie about your qualifications
7. Things not to be discussed during an interview
   a. other work experience unless asked by interviewer (this is an application)
   b. general health
   c. Aunt Mary's operation
   d. my education
   e. brother's new car
   f. references unless asked
8. Questions to ask:
   a. salary
   b. how much and how paid - hourly, weekly, every two weeks or monthly
   c. hours for work, overtime
   d. checking in procedures, time clock
   e. calling in sick procedure, who to call
   f. duties of the job
   g. vacation and pay
   h. who will be your boss or supervisor
   i. hospitalization (Blue-Cross, Blue-Shield, etc.) health insurance - amount deducted
   j. clothes to wear on the job
   k. do you need a physical exam
   l. chances for advancement and company policy on raises and advancements
   m. training available with company
9. Preparation for an Interview

   Be prepared to answer:
   a. your full name (no nickname)
   b. address, street, number, city, state and zip code
   c. parents names and telephone number
   d. age, weight, height and birthdate, month/day/year
   e. where and when you went to school
      (1) be acquainted with dates you were at school
   f. past work experience and address of company
   g. the kind of work you did or can do
   h. names and three people (not relatives) for references
10. Can integrate all this with:
   a. math: compute wages (gross and net)
   b. wage based on hourly rate, weekly pay, bi-weekly pay, monthly and over-time

I. CONTENT: (Continued)

L. Preparation for an Interview

11. Getting to work on time
    a. distance between home and job
    b. transportation
        (1) walk, bus, ride with someone
        (2) don't depend on hitchhiking
        (3) bus schedule
    c. how long it takes to get to work
    d. if walking or driving yourself, you must know what routes to take and allow time for stop signs or street lights. Allow more time than it actually takes and more time in bad weather.
12. Prpoer dress for work
    a. find out during interview proper dress (kinds of clothes to wear) for the job
    b. types of clothes - work, cotton, dress, suit, etc.
13. Getting along on the job
    a. get along with other people
        (1) boss
        (2) workers (always be friendly and courteous)
        (3) customers
    b. follow instructions the boss gives you - if you don't understand, don't be afraid to ask questions
    c. work steadily and don't waste time
    d. take care of tools and equipment so nothing gets misplaced
    e. try to do things willingly, even if you don't like them

M. Work Rules and Skills

1. How to keep track of working time
    a. sign in or time clock
2. Call in if late or sick
3. Know where you are supposed to be each day
4. Know time for lunch, coffee breaks, what time and how many
5. Where workers go for lunch and breaks
6. How you get paid
    a. check
    b. cash
    c. how often you get paid
    d. where and who pays you
    e. is there overtime pay, overtime work, must you work overtime
        (1) do you get paid overtime for work on holidays
7. Rules about vacation
    a. do you have to sign up in advance
        (1) how long in advance
    b. is there a form to fill out
    c. does vacation time accrue if not taken every year
    d. does the vacation time increase if you stay with the company many years
8. Sick leave
    a. who do you go to when you are sick at work
    b. must you see a doctor if you are out sick
    c. does the company have a doctor or nurse on duty
    d. do you get paid while out sick - how many sick days

## II. ACTIVITIES

A. Make a list of responsibilities:

1. To employer (full day's work, let him know if you can't make it to work, make appointments after working hours, come to work rested, come sober, be friendly and courteous.

2. To fellow employees - do your job first, don't bother others, help if you are asked and are able, carry out your job so others will be able to do theirs, be friendly and courteous to fellow workers.

3. Responsibility in school - getting to school on time, good attendance - these are good references when trying to get a job, be courteous and friendly to fellow students.

4. Know what is going on in community and society, help in common activities, Community Chest, muscular dystrophy, Red Cross. Keep an interest in who's running for office (mayor, governor, president, councilman, etc.). Vote on the issues which you feel will help all and be the fairest for all.

5. Job's responsibility to unions, minimum wages.

6. Have workers and employers of various companies speak to class either at school or at their companies stating what they feel are good qualities of a good worker.

7. Read stories in regard to workers on the job.

8. Use magazines to make bulletin board of people at various jobs.

9. Act out drama of what can happen if late for work all the time.

10. Debate the responsibility in and out of school and jobs.

B. Criticism

1. Act out scenes where each person in room stands in front of class and are criticized for: dress, speech (language), habits, attitudes, punctuality, neatness, cleanliness, etc.

2. Could put this into situation where one student interviewing another for job, make criticisms.

C. Maintenance and Care of Tools:

1. Discuss and demonstrate cleaning of all these things. Put thin layer of oil on metal tools to keep from rusting, etc.

2. Show proper method (in classroom of cleaning floors, windows, shades, blackboards, file cabinets (straighten and clean), bookshelves, desks, erasers, chalk tray, tv and other A.V. equipment.

II. ACTIVITIES: (Continued)

D. Safety

1. Movies on all types of safety and health aspects, proper health habits, rest, nutrition, food to eat and quantities, what not to eat or eat in lesser quantities (like sweets, greasy foods).

2. Demonstrate proper exercise each can do at home and outside to keep physically fit.

3. Discuss sports in which all can participate.

4. Learn first aid rules. Have school nurse give lectures and demonstrations on this.

5. Fire chief or department, give talk and show movie.

6. Police give talks on rules and regulations for health and safety.

7. Act out situations involving all types of accidents, drowning, suffocation, fire, poisoning, falling, etc.

8. Make list of school rules, (stress reasons for fire drills)

9. On the job, beware of dangerous machines, slipping on floors, danger signs, use vocabulary in "A Functional Basic Word List for Special Pupils - Stanwix House.

10. Have class make signs, in capital letters and ask each other the names and meaning of the signs held up.

11. Give a quiz by putting all the words on the board and asking them the words.

12. Give sentences using these words by filling in the blanks.

E. Interviews

1. Demonstrate and practice interview
   a. teacher to teacher
   b. teacher to student
   c. student to teacher
   d. student to student

2. Can also tape these interviews so each hears how he sounds.

3. Have class make criticisms at end of interview.

4. Look under unit for personal grooming for proper clothing, use same of those activities.

II. ACTIVITIES: (Continued)

F. Getting to a Job

1. Figure out distance in time between the school and various places in the community.

2. Make a map with the class and label places in community.

3. Get free maps of Syracuse at Marine Midland, have each locate his house.

4. If you walk, figure out how many blocks you can walk in 5 minutes, 10 minutes, etc. How many blocks it is between your house and walking places, how long would it take you to walk.

5. Figure how changes in weather will affect your getting to work.

6. Use bus route maps, figure what buses you would take for various companies. Get bus schedules and figure out the amount of time it would take you to get to work at various places in the city.

7. In notebook make a list of places of business, the addresses of these, the streets to take or bus routes or buses to get there, the time for getting there.

8. In taking a bus, what bus to take, where does the bus leave from, what time does it leave, what is the bus fare, how long does it take to get to various companies by bus from each person's home, will I have to transfer? Where?

9. Read bus schedules and ask questions.

10. Figure out cost of going and coming to and from work.

11. What is cost if you ride with someone else.

G. The Job

1. Film - How to Keep A Job - through school library.

2. Adding number of hours per day and week you work, figuring overtime pay, salary per week, be aware of deductions.

3. Know who to report to at work.

III. RESOURCES:

Books and Texts

1. Baer, Max and Roeber, E. C. - Occupational Information. Science Research Association, Inc.

2. Brewer and Landry - Occupations Today. Ginn & Co., New York, 1956.

3. Greenleaf - Occupations and Careers. McGraw-Hill.

4. Jenkins, Shacter, Bauer. Health & Safety for Teen Agers. Scott Foresman, Chicago, Illinois - 1962.

5. Meyer, Little, Robinson - Planning Your Future.

6. Shaw, Bernard - Finding Your Job. F. E. Richards, Phoenix, N. Y.

Pamphlets and Magazines

1. Fortune

2. Life

3. Job Descriptions for Food, Hospital, Mechanics, etc. Trades & Restaurant Work, U. S. Department of Labor - 1939.

4. Job Guides for Young Workers, New York State Employment Service.

5. Getting and Holding A Job; Why Young People Lose Their Jobs, How to Meet an Employer. New York State Pamphlets.

6. Newspapers - Want Ad Section

Other Materials: Folders, applications, job analysis schedules, business and friendly letter paper and envelopes, price lists, evaluating poster board, telephone books, movie projects, slide projects, field trip permission slips, city and county maps, and directories.

## OCCUPATIONAL SKILLS

I. GENERAL OBJECTIVES:

A. Ability to make small objects of art from common household items.

1. Develop stick-to-itiveness
2. Develop manual coordination of gross and fine muscles
3. Develop confidence to experiment independently
4. Develop planning for a project

B. Develop ability to work together with another student(s) and instructor(s).

1. Develop ability of withdrawn child to work more confidently as a member of class through sociometrics.

C. Develop appreciation of skills to success on the job

1. On time
2. Clean
3. Posture
4. Organization of time to the job
5. Conservation of materials
6. Qualifications for different jobs

D. Concepts:

1. Shape
2. Size
3. Color
4. Texture
5. Volume
6. Time

E. Principles:

1. Punctuality
2. Safety
3. Neatness
4. Monetary units relationships

II. ACTIVITIES:

A. Make vase from glue, assorted macaroni types, old plastic bottles and spray paint.

B. Make baskets from popsicles sticks, glue and stain.

C. Make paper mache room decorations - in small groups.

D. Use punch in-out clock, children can compute time card and a regularity check.

E. Have children use stop watch.

F. Allow student to set up and operate within room store, work job center and pay center with packing and wrapping.

G. Make safety posters for the job done.

H. Writing exercises on job qualification using forms and occupational autobiography.

# WRITTEN COMMUNICATION

I. GENERAL OBJECTIVES:

A. To improve handwriting

B. To be able to write:

1. A friendly letter
2. A thank you note
3. An informal invitation
4. An excuse
5. A letter of application

C. To be able to mail a letter:

1. What stamp to use
2. How to properly address an envelope using return address, zip code, etc.
3. Where to mail -- mail box locations in community, hours they pick up mail

D. To know what an address book is and how to keep one:

1. Name
2. Street number
3. City - State
4. Zip Code
5. Telephone number

E. Fill out job applications with consideration to:

1. Name and address
2. Social security number and phone number
3. References and occupation

II. CONTENT:

A. Handwriting

1. How and why to improve it
2. Use of dictionaries
   a. alphabetical order
   b. meaning of words
3. Telephone directory
   a. look up and copy proper number
   b. check proper name and address

B. Letter Forms

1. Personal
2. Formal
3. Thank you notes
4. Invitations
5. Cards
6. Excuses
7. Keeping track of appointments
8. Address book
9. Applications

II. CONTENT: (Continued)

C. Mailing

1. Address and zip code
2. Postage
   a. regular - 6¢
   b. air mail
   c. postcard
3. Post Office box
   a. how to read when mail is picked up (the time schedule)
   b. types of mail boxes
4. Stamps
   a. price range and why
   b. name and use
   c. special delivery
   d. parcel post, wrapping of packages
   e. insuring
   f. registered mail
   g. how to fill out change of address

D. Newspapers and Magazines

1. Variety offered
2. Where to buy
3. How to use
4. Price range

E. Bus and Train Schedules

1. Where to get them
2. How to read them

III. ACTIVITIES:

A. Handwriting

1. Get a sample of each handwriting, see what letters may be improved.
2. It may be necessary to review the alphabet.
3. Do exercises using capital letters. Use some of the class to help those who are behind.
4. Make posterboard form of "friendly" and "formal" letters. Label the basic parts of each. (Address, date, inside address, greeting, body of letter, closing and signature)
5. Pair the class off. Have each person write a friendly letter to the other. Read before the class and make corrections.
6. If you are having a party, have the class write an invitation inviting another teacher or class.
7. Address birthday cards, Christmas cards and envelopes.
8. In free time encourage writing to friends.
9. Have each student write an excuse for one time they have missed school.
10. Discuss thank you notes. How and why they are used.
11. Keep a daily assignment book. Students can make their own using construction paper. Put an assignment on the board every day then check to see it has been copied correctly.

III. ACTIVITIES: (Continued)

A. Handwriting

12. Make address books. Have each student bring in names and addresses of friends.
13. Write letters of application answering ads acquiring these from the newspaper want ads.
14. Address envelopes and fill out return forms from federal and state income taxes.
15. Write excuses for absence, illness or tardiness for your children.

B. Mailing

1. Address envelopes for all above letters.
2. Make posterboard sample of envelope.
3. Bring in a zip code book and show how to use it.
4. Use opaque projector -- find a page and ask class to find the zip code of a town on that page.
5. Arrange a field trip to post office.
6. Use maps to discuss how to get to the post office.
7. Have a mailman discuss his job.
8. Set up a post office in the classroom. Give each student a job and go through the steps from writing a letter to receiving it.

C. Stamps

1. Make posters of common stamps used most in mailing.
2. Gather materials on the price range of postage stamps.
3. Trace a special delivery package from wrapping -- post office -- stamps -- delivering it -- cost of it.
4. Have class bring in stamps and discuss price and use.
5. Demonstrate proper package wrapping, address, materials used to wrap.
6. Get change of address forms. Have each child fill one out.
7. Discuss the importance of doing this when moving.

## BUILDING READING SKILLS

"The Work Experience Program"

One of the teacher's most difficult tasks is motivating the older retarded pupil to read. Once the motivation is aroused, the companion problem of where to find suitable materials appears.

The most logical solution to both of these problems is to have the teacher prepare his own reading materials. The following list of words is offered as an aid in this task. This list is designed to be used in a work experience program or as part of a general series of units whose focus is on general vocational areas. The list has been prepared after careful study of the area in question. This is one of a group of lists prepared by Dr. Milton Young. Other word lists will be found in The American Journal of Mental Deficiency, 62:792-802, 1958. Ideas for vocational word lists may be found also in the New Rochester Occupational Reading Series, Teacher's Guide, 1963.

## SPECIALIZED JOB VOCABULARIES*

"Food Preparation & Service"

| | | | |
|---|---|---|---|
| a-la-carte | cereal | entire | lemon |
| a-la-mode | chef | fork | light coffee |
| apron | chip | frosting | liquid |
| bacon | cleaver | fry | lukewarm |
| banquet | counter | garbage | machine |
| beets | cream (er) | grapefruit | manners |
| boiled | cupboard | grate | measure |
| bread | daily | grill | meat |
| broil | dessert | half and half | medium |
| bulk | dishtowel | ingredient | menu |
| cabbage | dishwasher | juice (glass) | mixture |
| cafeteria | dough | kitchen | mop |
| cake | dozen | knife | muffin |
| cart | drain | label | mustard |
| catsup | eggs | ladle | napkin |

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* Adapted from a study by Dr. Milton Young, Consultant in Mental Retardation, State Department of Education, Hartford, Connecticut. American Journal of Mental Deficiency, 62:792-802, 1958.

| | | | |
|---|---|---|---|
| ounce | recipe | shortening | sugar |
| pan | refrigerator | short-order cook | sundae |
| pantry | relish | serve | sweep |
| pastry | rib | sieve | table |
| peas | rinse | sift (er) | tea |
| peel | rise | simmer | temperature |
| perishable | roller | skimmer | tip |
| pepper | rolls | slice | toast |

"Food Preparation & Service"(Continued)

pie
pint
polish
portion
pot
potatoes
poultry
pound
powder
punch
quarter
rack
rare
rubbish
salad
salt
sandwich
sauce (r)
saucepan
scoop
scour
scrambled eggs
scrape
scrub
set-up
shell
soap
soda
spatula
special
spice
spoon
stack
steak
steel-wool
stew
storeroom
substitute
soup
to-go
tray
uniform
utensils
veal
vegetables
waste
waterglass
weight
well-done
whip
whipped cream
yeast

---

"Laundry & Cleaning"

automatic
blanket
bleach
body
brush
button
caution
clothes
coat
collar
department
detergent
dissolve
drier
dry
dye
extractor
feed
flat (work)
fluff
fold
foot pedal
handkerchief
inspector
jacket
laundry
load
machine
mangle
net
package
pajamas
pants
paper cutter
pillowcase
press (er)
pressing machine
quality
rinse
route
sewing
sheet
shirt
sleeve
sort
stack
stain
steam
supervisor
sweater
vat
yoke
shake

---

"Skills Common to All Job Areas"

Reading
Job application
Withholding tax slip
Safety posters

Writing
Name on time card
Tax withholding slip
Job application

Mathematics
Figure out pay

Spelling
All information needed in writing area

Oral Language
Speak and understand English

"Skills Common to All Job Areas" (Continued)

Reading

Name on time card
Days of the week
Streets and addresses
Can labels
Directions for equipment use
Items on menu
Receipes
Waiter's order slips
Inventory sheets
Schedules
Orders from the chef

Writing
Sign name
Mark containers to go out
Mark sandwiches to go out
Order from menu

Spelling
Own name
Names of sandwiches
Kinds of coffee
Items of food

Mathematics

How to stack
Full and empty
Size
Concept of one to ten
Tell time
Count to fifty
Read thermometer
Add up sales check
Judgment of small numbers
Pay small bills
Can sizes
Make change
Hours worked
Fractions to eights
Weights and measures
Punch amount on ticket
Compute price from weight

Oral Language
Understands directions
Speak politely to customers
Suggest items on menu

---

"Laundry & Cleaning"

SKILLS

Reading
Letters of the alphabet
Name tags

Writing
Letters of the alphabet
Numbers and weights
Names and codes

Oral Language
Name

Spelling
(none)

Mathematics
Copy numbers
Counting to 25
Full cup, half cup
Record laundry number
Assembly of laundry by number
Read scale
Estimate size of wrapping paper
Concept up to 200
Weights
Count and write up to 1000

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This project is made possible by Training Grant No. 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare.
Project Coordinator: Dr. William J. Younie.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project
"Rehabilitation Content in Special Education"

# SEQUENTIAL ACTIVITIES IN CURRICULUM DEVELOPMENT TO PROMOTE REHABILITATION READINESS

In a sense, almost every activity planned by a teacher has some relationship to the child's eventual vocational success or lack of it. This is true irrespective of the child's grade level or specific handicap. Consequently, it is important for the teacher to have a sequential view of what he attempts to teach. He should be aware of the skills or attitudes the child will or should be expected to bring to the activity and must have a concrete idea of the experiences which the child will or should be expected to be exposed to following the culmination of the activity.

If the sequential approach is applied directly to all activities it leads logically to the formulation of a complete curriculum. If the concept of the sequential approach is applied only to selected activities from existing curricula or to situations where curriculum formulation is in its early stages, it still allows the teacher to measure individual progress more easily and indicates the vocational direction toward which the activity is proceeding.

The following sequential activity is given as an example of the concept's application in a specific situation. Note that no levels are given and that there are several activities that have equal weight in each step of the sequence.

## Developing Information Finding Skills

1. The Alphabet is the Key

| | | |
|---|---|---|
| Develop through: | Alphabet books: | The Platt & Munk Company<br>200 Fifth Avenue<br>New York City, New York 10010<br>(Send for catalogue) |
| | Alphabet cards: | Zaner-Bloser Company<br>612 North Park Street<br>Columbus 15, Ohio<br>(Alphabets in cursive and printed style. Write on green for visibility). |
| | Alphabet games: | Quizmo and similar games available from: Milton Bradley, Hammett, and similar school supply houses. (Send for catalogues) |

Remember to develop independent sequence not rote.
Use drill in many ways so that any one material is not memorized.
Test for comprehension, not for memory.

2. From Alphabet to Words

Arranging the names of class helpers in order.
Making lists of scrambled words using a limited range of letters.
Making alphabet books for younger readers.
Using unit materials to reinforce alphabetizing

Food Unit: names of food on sample orders
receipes in file
names of stores we shop at

Using the index in our reading books
Using the simple dictionaries

A few suggestions:

My Picture Dictionary
Reid & Crane
Boston: Ginn & Company
47 pp. - $1.32

The Rainbow Dictionary
Wright
Cleveland: World Publishing, 1947
433 pp. - $4.95
(Extensive picture dictionary)

Giant Picture Dictionary
Scott
Garden City, N.Y.: Garden City Publishing, 1949.
316 pp. - $3.95
(Meanings are given in short sentences and pictures)

My First Golden Dictionary
Gr. 2-3, Golden Press, 1962
850 Third Avenue
New York, New York 10022 ($1.89)

Remember the child's reading ability when building isolated work skills. Use words he knows. This is not the time to build new word skills.

Make word finsing an integrated activity whenever possible.

Avoid experiences that kill initiative such as writing each word that is found ten times.

3. Finding Words We Need

Using the telephone directory. Most local companies will provide copies for use.
Use the mail order catalogue - collecting these is a good project for a local service group.

Using the want ads - use a paper common to the background of the children.

Using the building directories - an excellent activity on field trips.
Using the library card file - assign books or have class select them.
Using the classroom unit materials file - a good way to increase group involvement in units.
Using a map to find streets or town - teach the use of the map index and grid.
Filing information in a simple file. Filing is a complex task which must be introduced gradually.

Remember that each of the above activities involves more than simple word finding through use of the alphabet. Each activity must be taught as a complete unit. Use of many activities will reinforce the common element of alphabetization.

The dictionary is still an important tool and should be fully utilized. Several useful dictionaries are:

Thorndike - Barnhart Beginning Dictionary
Scott Foresman
Chicago, Illinois
1962 - 720 pp. $3.48 (3rd & 4th grade reading level)

Thorndike - Barnhart Junior Dictionary
Scott Foresman
Chicago, Illinois
1952 - 784 pp. $3.64 (4th, 5th & 6th grade reading level)

The Thorndike Dictionaries are the only ones available that are designed specifically for use with children rather than being condensed revisions of more extensive dictionaries. The words used in these dictionaries are taken from word studies conducted by Thorndike in the 20's and updated by Barnhart in recent years.

Websters Elementary Dictionary (Gold) --
An intermediate dictionary for grade 4 to 5 level
Websters Elementary Dictionary (Blue) --
More advanced with word quiz available

American Book Company
55 Fifth Avenue
New York, New York 10003

A popular dictionary series with some groups, as it does not identify itself as being easy. Probably best suited for junior high groups who have developed good dictionary skills but who have reached a peak in reading.

4. Words at Work

Finding parts from a list
Finding equipment or tools in a catalogue
Finding customer's names
Finding operating directions
Finding suppliers
Finding repairmen in emergencies

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This project is made possible by Training Grant N. 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare. Project Coordinator: Dr. William J. Younie.

## RESOURCES

1. Alphabet cards (alphabet in cursive and printed style)
   Zaner-Bloser Co. 612 North Park Street, Columbus, Ohio 43215
   Alphabet games - Quizano, etc. by Milton Bradley

2. Mail order catalogues - Spiegel, Montgomery Ward, Sears Roebuck catalogues

3. Telephone directory

4. Want ads in paper

5. Unit materials file

6. City maps, state maps

7. "Thorndike-Barnhart Beginning Dictionary" Scott Foresman

8. Various application forms from companies and businesses in the city

9. "When I Go to Work" - Ginn and Company
   "Your Social Security" - U.S. Department of Health, Education and Welfare
   "The Road to the Right Job" - U. S. Employment Service
   "How to get and Hold the Right Job" - New York State Employment Service
   "What Beginning Workers Want to Know" - U. S. Department of Labor

10. "A Functional Basic Word List for Special Pupils" - Stanwix House, Inc.

11. "Write Your Own Letters" - Noble and Noble Publishing Co.

12. "How to Fill Out Application Forms" - A & B Ellis -- Cohen & Siegel

13. "How to Begin Working" - New York State Employment Service

Films:

"Choosing Your Occupation" - Special Projects
"Finding Your Life Work" - " "
"Industry on Parade Films" - " "

Checking and deposit slips and withdrawal from various banks
Zip code guide
Film catalogue

## HOMEMAKING

GENERAL OBJECTIVES:

To expose teen-agers to the considerations and responsibilities they should assume within the family and community in relation to the core material in the Homemaking Program on the following pages.

I. TEEN-AGE PERSONAL SOCIAL RELATIONSHIPS

| CORE | MOTIVATION | PROCEDURE |
|---|---|---|
| A. Growing up:<br>Physically<br>Mentally<br>Socially | What are the real life problems that the teen-agers face? | Make a list from class contributions and discuss the pros and cons. |
| B. Understanding the self | What are mixed feelings? What ages do boys and girls mature? | List feelings that we are subjected to, charting the changes from child to man. |
| Others | Basic qualities that make a person likeable | Discuss and list those qualities you like in others. |
| | To date or not to date | |
| C. Family associations & considerations<br>Teen-Age responsibilities to parents, sisters, brothers and household responsibilities | | Group discussion of what the teenager's responsibilities should be.<br>Panel discussion of pros and cons. |
| Relatives<br>Comfort and pleasures given and received | | Dramatize the pleasant situations.<br>Class recommend improvements. |
| D. Teen-age community living<br>Interests of children at various ages (books, etc.) | How can we help the younger children to grow into respectable citizens? | Study the newspapers and magazines, books games, lists. |
| Foods for children at various ages. | | Collect food pictures. |
| Knowledge of do's and don'ts for baby sitting. | What do parents expect from a baby sitter? | Question parents (survey) and list expectations. |
| Knowledge of child safety | What are some hazards that young children face? | Study the safety devices and consult Chamber of Commerce, Fire Department.<br>Obtain posters, make booklets. |

II. TEEN-AGE HEALTH AND SAFETY

| CORE | MOTIVATION | PROCEDURE |
|---|---|---|
| A. Exercise, rest, diet | What effect do these have - physically, mentally? | Charts, on good and bad health habits |
| B. Tobacco, alcohol, narcotics | | Speakers from gym dept., health, on effects. Films. |
| C. Choosing a doctor | How do we call a doctor in an emergency? | List importance of choosing a doctor. as one nearby, if possible. |
| D. Care of the ill (homebound) | Motivation - Who is Responsible? | Consult Home Nursing Service for Pamphlets. |
| E. First aid and new drugs | What is first aid?<br><br>What do our new drugs accomplish?<br><br>Ex: Penicillin | Use book! Standard first. Have class members assigned to use library reference materials brought to class. |

III. TEEN-AGE APPEARANCE

| CORE | MOTIVATION | PROCEDURE |
|---|---|---|
| Grooming techniques<br><br>Personal cleanliness | What do you mean by "technique"? How can we improve our looks? | Pictures: samples of good grooming. Actual practice of styling hair-do, make-up and nail polish. Records kept on improvement or lack of it, by class. Award given to one most improved. |
| Care of clothes | | Actual washing, pressing, ironing, mending of clothing. |

III. TEEN-AGE APPEARANCE (Continued)

| CORE | MOTIVATION | PROCEDURE |
|---|---|---|
| Design and color | Fabrics & designs placed around room. | Class choose colors and designs that best go together. |
| Textiles & selection | What fabrics conform to certain patterns? | Use of plaids, check, textured, plain materials. |
| Selection of clothing to the occasion | When should we wear which type of clothing? | List the various occasions for which people need changeable wardrobes. |
| Labeling of clothes | What do the labels tell us? | Make a collection of clothes labels - write to Consumer's Guide or Research for labeling information. |
| Measurements & alterations | Before and after pictures. Too big, too small pictures. | Discussion of how alterations are needed by some and not by others. |
| Clothing storage | Personal inventory of clothing storage at home. | Discussion of correct and incorrect clothing storage - summer, winter wear. |
| Sewing tools | Making of an outfit, dress, or jacket dress. | Review of the sewing, cutting, measuring implements. Actual construction of a garment from start to finish - material chosen for the occasion and why. |

IV. TEEN-AGE AND FAMILY NUTRITION

| | | |
|---|---|---|
| Work habits | Family meal planning. | Review |
| Cooking utensils | Entertaining Quantity cookery | Review |
| Equipment storage | | Review |

IV. TEEN-AGE AND FAMILY NUTRITION (Continued)

| CORE | MOTIVATION | PROCEDURE |
|---|---|---|
| Nutrition - balanced meals | | Review |
| Food selection and use | Daily planning<br>Social functions | Actual planning of family style. |
| Food preparation | Family - quantity cookery | Meal and social function - planning. Preparing, eating of said meal. |
| Menu planning | Age group, occupation<br>Occasion | Study of the caloric intake of persons at various ages and in various occupations. Health disturbances.<br><br>How do we manage meal preparations for guests who are on special diets - such as the diabetic, etc. |
| Grocery lists | Daily buying vs. weekly buying | Study of best-buy ads |
| | What is involved Example: distance to the markets. | Labels on foods - why we have them and what they stand for. |

## BIBLIOGRAPHY AND/OR VISUAL AIDS

### SOURCES

Educational Film Guide and Filmstrip Guide - H. W. Wilson Co., New York

City School District - Audio-Visual Aids, Syracuse, New York

Pamphlets, Leaflets and Charts, Books

Bristol-Myers Company, 45 Rockefeller Plaza, New York, N.Y.
Proctor and Gamble, Cincinnati, Ohio
Revlon Products, 745 Fifth Avenue, New York, N. Y.
National Dairy Council, Cherry Street, Syracuse, N. Y.

Betty Crocker's Cookbook for Boys and Girls

## SELECTING AND PREPARING FOODS FOR HEALTH - 10 WEEKS

| | | Activities |
|---|---|---|
| Basic food grouping<br><br>Importance of good nutrition. | Foods for health<br>Non-technical terminology<br>Food values of substitutes. | Discuss food needs. Illustrate with food models.<br>List foods eaten for a period of days; what was lacking? |
| Relation of cleanliness to health<br>-teenager's personal cleanliness<br>-cleanliness of equipment | Cleanliness requirements for handling foods<br><br>Acceptable grooming for kitchen - hair<br>hands<br>clothing<br>apron | Discuss personal cleanliness:<br>-why a teenager should always be clean.<br>-necessity of frequent bathing.<br>-why person preparing food is especially neat and clean.<br>-develop standards of cleanliness for kitchen: hands, hair, dress.<br>Demonstrate hand washing. |
| Importance of storage to safety. | Care of food<br><br>Safety practices in handling food. | Discuss:<br>protection for dust or insects,<br>containers (bins and cans)<br>refrigerators,<br>pantry,<br>cellar<br>Show "Safety in the Kitchen"<br>Discuss the film |
| Storage and use of tools, knives, shears, etc. | | Discuss arrangement of sharp tools. |
| Care and use of ranges, gas electric | | Discuss stoves; merits of each type - ways of regulating - ways of cleaning and caring for different types - oven thermometers. Demonstrate and practice lighting stoves. |

SELECTING AND PREPARING FOODS FOR HEALTH (Continued)

| | | |
|---|---|---|
| Teacher's contribution to family meal management. | Convenient and attractive table setting.<br><br>Management and skills in preparing food. | Plan and arrange table-setting for meal to be served.<br>Discuss teen-ager's role in planning, purchasing, and storing food; preparing foods for family meals; serving family meals; teen-ager's role in meal time clean-up. |
| Consideration of others in sharing space and equipment.<br><br>Proper use of time.. | Sharing work agreeably. | Plan for sharing work, space, and equipment in groups.<br><br>Make time and work plan. |
| Preparing and serving meals with beverage, sandwich or quick bread. | Management and skills in preparing food.<br>- procedure in preparing a meal;<br>1. wash hands and clean apron<br>2. review menu<br>3. get materials and utensils needed<br>4. plan order for work so meal will be ready at the same time. | Organized in groups to prepare and serve sandwich and beverage.<br>Use for filling sandwiches, different recipes; prepare, serve and eat.<br>Discuss ways of improving; Repeat ways of various fillings and beverages. |
| Extend menu to salad. | Use of raw foods. | Demonstrate salad making, use of refrigerator in crisping salad ingredients.<br>How to make gelatin.<br>Class prepares meal using salad, sandwich, gelatin as dessert, and beverage.<br>Discuss ways to improve, repeat same menu pattern using variations. |

SELECTING AND PREPARING FOODS FOR HEALTH (Continued)

| | | |
|---|---|---|
| Prepare grocery list for food needed. | | Make a grocery list. Discuss: manners, rules of eating. behavior conversation, acceptable topics. Make menus, booklets on rules for happy meals. |
| Manners at meal time. | Making meal time pleasant for everyone. | |

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CARING FOR AND PLAYING WITH SMALL CHILDREN
5 - 6 WEEKS

| | | |
|---|---|---|
| The child and the teen-ager. | Some typical behavior patterns of young children. (2-6 years) | Write description of small child you know, indicating his likes, dislikes, habits health. Observe child or group. Make a list: What do they like to play? How long are they interested? How do they treat one another? Discuss approaches to small, strange children. |
| Ways to approach and interest small children. | | |

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| | | |
|---|---|---|
| Suitable playthings for young children. | Playthings children like. | Make a toy: bean bag, spool toy, blocks, doll, nest of cans, stuffed animals, picture book, bib. Choose games for suitable age of children. |

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| | | |
|---|---|---|
| Stories and books young children enjoy. | Getting along with children and helping them enjoy one another. | Discuss stories children like.<br>Prepare to tell a story to class group - try telling stories for children of different ages.<br>Discuss books children like best. |
| Acquire some skills which help teen-agers assume responsibility at home. | Duties and responsibilities of a baby sitter. | Prepare a baby sitter check list of information needed for baby sitting: information from parents, responsibilities of a baby sitter. |

HELPING AT HOME 3-4 WEEKS

| | | |
|---|---|---|
| Acquire some skills which help teenagers assume responsibility at home. | Recognize tasks that make home more comfortable and attractive. | List and discuss household jobs that are necessary for keeping a house clean, tidy and attractive.<br>List daily, weekly seasonal jobs;<br>List tasks you perform, tasks you help with and tasks you do nothing about.<br>Keep diary for one week of tasks performed. |
| Daily care; dusting, sweeping, etc. | Importance of efficient equipment and procedure. | Arrange demonstration with special emphasis on methods - use of tools and storage - best type of dust cloth, furniture polish. |
| Dishwashing | Equipment, methods and storing. | Dishwashing procedures, detergents, equipment; food storage, refrigerator, stove and cupboards - how to keep them clean and orderly. |
| Laundering | | Laundering: towels, aprons, table linens, use of machine detergents, starch, softening agents. |

| | | |
|---|---|---|
| Use of sewing tools | Importance of good equipment. | Plan a sewing box, machine stitching, straight sewing with needle and thread. |
| Make a dust cloth, table runner. | Identify cotton and grain threads. | Make an article to be used in practical way in the home. |
| Ways to keep the bedroom neat and attractive. | Teenager's responsibility in making the home attractive. | Apron, dust cloth, crib sheets from torn full size sheets, towels laundry bag. Discuss: What do I do at home that makes work for someone else? Make a list. Discuss special jobs and better ways of doing them. |
| How to make a bed | | Demonstrate and practice how to make a bed. |

CONTENTS FOR EIGHT YEAR HOMEMAKING

## Foods and Your Appearance

| Subject Materials | Objectives | Learning Activities |
|---|---|---|
| Choosing and preparing meal as a way of dieting to enhance personal appearance.<br><br>Compare cost in serving in and out of season foods.<br><br>The importance of breakfast - kinds of breakfast - breakfast foods | To teach relationship of health to attractive appearance. | Make a list of good health habits.<br>List foods that do the most for our health and appearance.<br>Plan menus for weight control.<br>Prepare breakfast for people in different walks of life.<br>Practice good posture and exercises. |
| Relationship of good health to personal appearance.<br>Cleanliness<br>Rest<br>Activity<br>Food<br>Personality<br>Attitudes | | Discuss importance of cleanliness.<br><br>Types of baths: tub, shower, sponge |

## Good Grooming

| Subject Materials | Objectives | Learning Activities |
|---|---|---|
| Choosing and buying accessories and cosmetics.<br><br>Caring for accessories: lipstick, comb, brush, nail polish | To teach pupils how to make the most of oneself. | Cut clippings from magazines to show kinds of make-up for age, activity, work and complexion.<br><br>Invite a consultant to demonstrate proper use of make-up. Practice on members of your class. |

Good Grooming (Continued)

| Subject Materials | Objectives | Learning Activities |
|---|---|---|
| Grooming for teenagers. | | Arrange an exhibit of commercial deodorants. |
| Care and styling of hair.<br>Care of hands and nails.<br>Care of skin.<br>Care of feet. | | Discuss care of skin, hands, feet.<br>Demonstrate manicures.<br>Arrange manicure tray.<br>Label, until learned, the names of supplies.<br>Give each other manicures.<br>Pupils demonstrate cleaning a brush, comb and other grooming equipment. |
| | | Arrange exhibit of different types of shampoos, evaluate.<br>Discuss methods and frequency of shampoos. |
| | | Demonstrate, if possible. |
| | | Practice pin curling, arranging, etc., by pupils. |
| Organize personal storage space | To teach how careful storage contributes to good grooming and saves time. | Make some storage accessories for self, such as comb case, shoe bags, storage boxes, hosiery, cases, coat hanger covers. |
| Modern storage accessories | | Purchase plastic garment bags & boxes (shoes, hats, handbags, linen, etc.) |
| Cotton fabric types - uses | To teach the awareness of color and lines in clothes, size, complexion, height. | Bring different colored garments & accessories from own wardrobe.<br>Match up, decide which looks best. |
| Selection and use of simple patterns, commercial | | Discuss how lines in clothes affect appearance, figure. |
| | | Discuss necklines: round, square, v-shapes, etc. in respect to shape of face. |
| | | Arrange bulletin board to illustrate. |
| Make cotton garments selected on basis of pupil ability. | | List articles in present wardrobe and plan for additions in order of needs. |

## Helping With My Clothes

| Subject Material | Objectives | Learning Activities |
|---|---|---|
| Cotton fabrics, types and uses<br><br>Selection and use of simple pattern.<br><br>Make cotton garment selected on basis of pupil ability.<br><br>Choice of pressing equipment.<br><br>Closet accessories for care, looks and protection of clothing. | To teach the importance of clothing to an attractive appearance. | Plan for construction of a simple garment using a commercial pattern. Include the following:<br>a) measurements<br>b) determine proper size in a commercial pattern<br>c) select suitable fabrics for beginners use<br>d) select suitable fabric for patterns selected<br>e) list types of small sewing accessories.<br>f) alter pattern, lay it out and cut it out<br>g) mark the pattern for sewing<br>h) introduce the manipulation of sewing machine<br>i) construct the garment |
| Laundering personal garments such as lingerie, hose, sweaters<br><br>Purchasing soap, detergents and spot removers.<br><br>Spot removal of common stains from clothing. | To teach the importance of clean, pressed clothing to personal appearance. | Demonstrate the following activities:<br>a) Launder such items as sweaters, lingerie and hosiery.<br>b) Iron a cotton shirt and/or blouse<br>c) Polish shoes<br>d) Remove common spots such as gum, ink, lipstick & grease. |
| Social poise as influenced by suitable grooming and acceptable behavior<br><br>Social occasions with food, tea, snack party, picnic. | Importance of dressing properly for the occasion | Plan and develop a simple fashion review. Invite parents, faculty and students. Serve refreshments based on previous learning. If possible, wear clothing made by pupils in Homemaking Department. |

| Subject Materials | Objectives | Learning Activities |
|---|---|---|
| Respect for the rights of others.<br><br>Respect for property of others.<br><br>Greetings, introductions<br><br>Conversation<br><br>Conversation to interest friends, children, boys, adults | To teach how gracious manners help in getting along with people - winning friends. | Arrange for guests at simple luncheon or small teas. |
| Social poise as influenced by suitable grooming. | To learn how personality influences the making and keeping of friends, jobs. | Discuss characteristics you admire in a friend or well-known personality.<br><br>Evaluate personality assets of class members. Examine traits that might be a liability. Consider ways to overcome them. |
| Social occasions with food, tea, snack party, picnic. | Serving refreshments easily and to aid sociability. | Plan and develop a party to entertain friends, parents, teachers. |
| Make gifts for members of the family.<br><br>Respect for rights and property of others.<br><br>Social poise as influenced by suitable grooming and acceptable behavior. | To teach how contributions of each family member aid in making a happy home. | Organize and carry through. |

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SENIOR HIGH SCHOOL SPECIAL EDUCATION


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# MATHEMATICS

## SENIOR HIGH SPECIAL

I. GENERAL OBJECTIVES

A. To raise the academic level of each student to a degree commensurate with his potential.

B. To accomplish this through the presentation of a developmental and functional program in:

1. Basic Skills
2. Concepts
3. Time
4. Money
5. Utilization of Concepts

II. CONTENT

A. Arithmetic

1. Basic Skills

a. Addition
b. Subtraction
c. Multiplication
d. Division
e. Simple fractions
f. Decimals, percentage

2. Learning to Tell Time

a. Whole hour
b. Half hour
c. Quarter hour
d. To the minute

3. Learning to Read Schedules

a. Amusement
b. Transportation
c. Home needs
d. School routine

4. Learning to Use the Calendar

a. Months
b. Days
c. Weeks
d. Years
e. Number of days in week, month, year

5. Learning about Money

a. Identification
b. Counting money
c. Making change for coins
d. Making change for dollars
e. Learn and associate number and words with various coins and bills
f. Budgeting
g. Buying
   credit, time, cash
h. Money orders
i. Savings accounts

6. Banking

a. Savings accounts
b. Interest
c. Checking
d. Christmas Club
e. Vacation Club
f. Loans
g. Interest rates.
h. Bank and travelers checks
i. Safety deposit boxes

7. Insurance

a. Life
b. Health and Accident
c. Fire, theft
d. Car

III ACTIVITIES

A. Adding bills, receipts, budget
Grocery shopping (newspaper ads)
Comparing and figuring mileage
Computing gas consumption and costs
Using measuring tools (ruler, tape measure, cup, etc.)
Determine distance between points
Map reading
Figure interest rates, charges for time buying

B. Make out a daily schedule, check in and out sheet for class.
Determine time for daily events (home and school) elapsed time, use time clock, compute elapsed time.

C. Time schedules for radio, T. V., movies, etc.
Bus, train, airplane
Play clock game (Quizmo)

D. Writing date and day
Holidays, vacation (length), birthdays, anniversaries.
Seasons - planning for vacations and parties

E. Count money you have - separate denominations.
Make change for a purchase, price items in newspaper (numbers and words), groceries, clothing and furniture. Add up purchases, make change for a bill. Use cash register.

F. Set up store in class. Take field trips for comparison shopping. Trip to post office. Make out money order.
Pros and Cons: of buying on time, use of credit and charge plans.
Savings program if student on work-study program.

G. Field trip to bank planned with bank personnel speaker, open savings account, practice banking procedures, use of numbers and words. Set up a class bank, discuss different types of loans, passbook, mortgage, personal, collateral.

H. Needs for insurance in each area, what it can do for you. The benefits of health insurance (loss protection), what might happen if lacking insurance. Compare cost of insurance and return vs. planned savings.

IV. RESOURCES

A. Community and business representatives - banks, films, newspapers, text and workbooks.

B. Fearon Publishing Company, Pacemaker Books: Using Dollars and Sense, Money Makes Sense, Time and Telling Time.

C. Southwestern Publishing Company - Applied Business Math - Basic.

D. Frank E. Richards - Gr. 10 - Getting Ready for Pay Day - Books 1, 2 and 3.
Gr. 11-12 - Getting Ready for Pay Day - #1 Checking Account, #3 Planning Ahead.

E. Gregg Publishing Company, McGraw-Hill; Arithmetic for Business & Consumer Use, 2nd Edition.

F. Eyegate Films - #27 - Work and Play With Numbers,
#40 - Bridging the Decades
#106 - Seeing the Use of Numbers (Set 2)
#103 - Seeing the Use of Numbers (Set 1)

G. For Film & Film Strips, Instructional Materials Catalog
Syracuse City School District

SENIOR HIGH SPECIAL

COMMUNICATION SKILLS

Oral - Written - Reading

GENERAL OBJECTIVES

To have the pupil:

Master the fundamental skills of the language arts program.
Achieve a degree of competency in written and spoken expression.
Achieve a competency in both oral and silent reading comprehension.
Develop the ability to listen and retain ideas.
Develop a sense of judgment through the use of their "senses of communication."
Develop an ability to evaluate as a result of using individual judgment.

I. CONTENT:

A. Fundamental Skills

1. Writing legibly, cursive and manuscript

2. Spelling - visualize, note spelling, learn simple rules

B. Punctuation

1. Use of capital letters

2. Meaning and use of various punctuation marks

C. Sentence Structure

1. Learn the components of a complete sentence

2. Recognize simple subjection, predicate, descriptive words

3. Differentiate between a clause and a sentence

II - ACTIVITIES

Write name, address, headings, print for applications.
Making small words out of one word.
Use of root word prefixes and suffixes - syllabrate, etc.
Use spelling words in sentence - comprehension.
Visual memorization - dictionary work.
Write daily report (diary). Report on trips, out of school activities.
Build sentence using phrases.
Present one thought in a variety of ways (a hot day, the day was hot, the sun was bright, there was no breeze, etc.)
Stress use of concise sentence.
Learn how to express a complete thought in sentence form.
Learn how to combine ideas in sentence.
Learn how to separate thought and structure of run-on sentence.

A. Paragraphing

1. Learn the meaning of "paragraph"
2. Learn to recognize a paragraph in relation to thought and structure subject, use of a topic sentence, recording thoughts in proper sequence, telling about subject.
3. Use of transition words in paragraphs.
4. Learn the meaning of "conclusion" and how to draw conclusions included in the paragraph.

B. Letter Writing

1. Learn the structure of a letter heading, greeting body, closing, signature.
2. Learn form for a personal letter, a note, a business letter.
3. Learn punctuation marks basic to personal or informal letters, and to business or formal letters.

C. Any Area That Requires Written Answers

1. Invitation, thank you notes, acceptance, regrets, friendly letter, business letters, post cards, job inquiries in response to newspaper ads, letters requesting information.

2. Keep a diary - report on weekend activities (makes for easy division of paragraphs)

D. Speaking

1. Develop habits of clear and correct speech.
2. Learn procedure of greeting, introducting and greeting others.
3. Learn how to converse on telephone.

E. Reading

1. Learn to read comprehensively through word attack, word recognition, phonetic sounding.
2. Learn to use the dictionary to look up sounds and meaning of new words.
3. Learn to follow the directive of the punctuation mark for meaningful reading.
4. Learn to find and recall main ideas.
5. Learn to follow written directions.
6. Develop the ability to read aloud with good diction, poise, volume.
7. Speak informally and formally in classroom - ie., news reports, book reports, answering questions, role playing, discussions.
8. Use teletrainer - use recorder and play back.
9. Read orally, news bulletins, reader, etc.
10. Use dictionary - read jokes and poetry, etc.

III RESOURCES

A. The Letters You Write - Richard Turner
B. Reader's Digest - Skill Builders
C. Teenage Tales - Globe Book Company
D. English on the Job
E. Vocational English
F. AR 601 Basic Language Series Skills; Steck Vaughn Publishing Co.
G. AR 602 Basic Language Skills - Good Manners in the U. S.; Frank Richards
H. Laugh and Learn Grammar
I. AR 1503 Standardized Oral Reading
J. Newspapers, radio, t.v., teletrainer, tape recorder, - Charles Merrill Publishing Co., - Spelling for Word Mastery, Harr Wagner Company, Desert Treasure, Science Research Association - My Book for Reading/Listening New Rochester Occupational Reading Series - #5-1101 - The Job Ahead #5-1917 - Exercise Book

## SENIOR HIGH SPECIAL

## SOCIAL ADJUSTMENT

I. OBJECTIVES

A. Ability to Adapt:

1. To Individuals:
   a) employers
   b) fellow workers
   c) supervisors
   d) subordinates
   e) authorities
   f) persons of different race, etc.

2. To Atmosphere:
   a) working conditions - ie., smoke, dust, sitting, standing, (also to permanence of these conditions)
   b) independent living
   c) lack of parental guidance, etc., to get them started on independent thinking
   d) permanence of these conditions

3. Rules and Regulations
   a) punctuality
   b) length of coffee break, lunch
   c) smoking area
   d) others

II MOTIVATING ACTIVITIES

A. Trips to various places of employment with particular points made about social adjustment to the job by company representative.

B. Guest speakers from various companies, employment agencies and guidance counselors, legal agencies.

C. Former students speaking of own problems and solutions.

D. Group projects providing interaction with individuals as group group leaders, group workers.

E. Movies illustrating problems workers encounter.

III. CONTENT

A. An analysis of the types of individuals (specifically) that the student can accept and an explanation of the different types he or she might have to meet and be forced to deal with. With emphasis on emotional control (short fuses).

B. Atmosphere

1. Presentation of types of working conditions student will have to meet and be forced to deal with, and why.

2. The problems of living alone or without parental guidance (psychological and physical).

C. Reasons for various laws and regulations in existence - what life would be like without them.

IV. INTEGRATION

A. Language Arts through discussion and panel committees

1. Analysis of reasons for person's reaction, how to see through the individual's reactions; small skits showing periods of conflict between people (discussion).

2. Defining key words and what they mean to individual personalities.

a) list job preferences and presentation of working conditions that might accompany these.

b) Present problems of living independently or as a married couple: insurance, rent, borrowing money, sudden bills, maintenance of house, car, emotional problems of living with someone, decision-making, who does it, etc.

3. Comparison of reasons for need of rules and regulations by employee and employer to student teacher, length of lunch time, organizational needs, laws that protect citizen to rules that protect student.

V. RESOURCES

A. Books

1. How to Get Along On the Job
   William Cooper and Vivian Ewing
   Holt Basic Education - First Series

2. Holding a Job
   Turner Career Guidance Series
   Follett Publishing Company
   1010 Washington Blvd., Chicago, Illinois, 60607

3. Starting a Job
   Same as above

4. Changing a Job
   Same as above

5. You and Your Occupation
   Educational Opportunity Project

6. You Are Heredity and Environment
   Same as above

7. You and They
   Same as above

8. Accent/The World of Work
   Same as above

9. Accent/Personality
   Same as above

B. Movies

1. I Never Went Back
   National Educational Association and National Vocational Guide

2. Production 5118
   Dramatizes incidents to provoke discussion on the problem of human communication - Cornell Film Catalog

3. Supervisors As A Leader
   Part I and II
   From points of view of worker and supervisor, discusses qualifications

4. Talking Sense
   a) Do you know how to make a statement of fact? fact versus inference.
   b) On the difference between words and things.
   c) The man who knows it all.
   d) What is a good observer?
   e) Why do people misunderstand each other?

## SENIOR HIGH SPECIAL

## PERSONAL GROOMING

### GENERAL OBJECTIVES

1. To have the pupil develop an awareness of the importance of good grooming as it relates to his needs.
2. To explore the "means" with which to accomplish this end.
3. To instill the desire to develop good grooming habits.

### CONTENT

I. Personal Cleanliness

A. Bathing

Showers, sponge baths, tub baths
Use of wash cloth, soap, brushes, sponge
Care of feet, care of hands

B. Hair Care

Cleanliness (washing and proper rinsing)
Correcting dandruff and scalp disorders
Proper use of brush and comb
Proper cutting and styling for the individual

C. Cosmetics

Proper use for school, work, dating
Proper application

D. Personal Health Habits

Care of teeth, eyes, complexion

ACTIVITIES

Demonstrations via film or actual, keeping grooming chart, cut out and make scrap book of newspaper and magazine articles, beauty evaluation.

Use of soap and deodorants, periodic cleanliness for girls, shaving, nose blowing, care of ears.

E. Bodily Needs

Cleanliness
Healthy diet
Exercise
Rest and relaxation

F. Social Aspects

Proper time and place for grooming
Good taste in the use of cosmetics
General appearance

II Clothing

A. Suitable wardrobe for seasonal needs

B. Proper dress for the occasion

C. Proper dress and fit for the individual

D. Use of accessories

E. General care

1) Proper method of washing (hand, machine)
2) Dry cleaning, spot cleaning at home
3) Pressing (dry and steam iron)
4) Polishing
5) Mending, darning, small repairs, buttons, etc.
6) Control
   Folding clothes properly to fit in drawer space
7) Hanging clothing out; closet space

F. Special consideration -

Comfort of clothing, shoes, etc.
Needs for special clothing, uniforms, etc.
Seasonal clothing: special care
Following styles, pro and con

III. Physical and Dental Check-up

A. Regularity

B. Importance of good health in dental as well as physical care

C. Eye care

ACTIVITIES

Role playing, first impression
Fashion show
Analysis by peers, teachers, "experts", self
Speaker from modeling agency
Reading labels to get directions
Using school equipment to launder and press

RESOURCES

Scott, Foresman & Company, Health and Personal Development Program Curriculum Foundation Series

SRA, Guidance Series, Junior and Senior High School, 259 E. Erie St., Chicago, Illinois

Metropolitan Life Insurance Company, individual booklets, also Toni, Kimberly Clark, Tops

Bristol Meyers - Weight Watchers, speakers from NY State H. E. W.

Nurse, dental hygienist, representative from modeling schools, etc.

Instructional Materials Catalog, Syracuse City School District

## SENIOR HIGH SPECIAL

## WORLD OF WORK

### GENERAL OBJECTIVES

1. To make the student more aware of the number and diversity of companies in the community at which he might seek and find employment.

2. To relate classroom learnings to jobs available in the community.

3. To make the student aware of his needs as related to "job needs" through job analysis.

4. To present an overview of organization structure and to foster understandings related to the needs of labor and management.

5. To develop an awareness in individual of social "graces".

### I. CONTENT

A. The Company:

B. Historial background, place in industry.

C. National or regional importance.

D. Production and merchandizing outlets.

E. Size of operation, number of employees, financial value (plant and production output).

F. Impact on local economy

G. Jobs offered.

Related Learnings:

Timeclock, punctuality
Job and pay scale requirements (relation of type of work to amount of pay)
"Time and a half" overtime pay

Safety factors - clothing, machinery, first aid stations, safety posters, etc.

Differences in working environments

Coffee and personal breaks

Fringe benefits (health - life insurance, retirement, holidays, vacation pay, etc.)

Advancement -
Company investments in personnel and machinery related to employer responsibilities
Become familiar with needs of job
Individual and group social courtesies

II. ACTIVITIES

A. Field trip to place of business, review discussion, written composition of observations.

B. Teacher evaluation (test, questionnaires through the unit). Stimulate thinking about future employment opportunities. Discuss relationship to experience to student's future plans.

C. Integration of core subjects with field trips -

1) Language arts - spelling and vocabulary
Letter writing, reading (job analysis)
Reports (oral and written)

2) Social Studies: history incorporate with reading program Use of application blanks.

3) Pre-trip discussions, on site observations, student evaluation (written papers or teacher exams, plays or role playing in class)

D. Discuss individual and group responsibilities as a guest prior to date of trip. Review action of trip, have student realize importance of asking relevant questions (suggest questions prior to trip).
Discuss need for following directions governed by safety laws and insurance.

E. The Union

1) Brief history of unions, change from agricultural to industrial society.
2) Needs for unions (work week, child labor)
3) Minimum wage and hour laws
4) Federal labor laws
5) Union member - a panel discussion on unionism
6) Discuss pros and cons of joining union

F. Field trip manners: behavior while traveling, courtesy to host and each other
Procedure for asking questions
Job study: introduction to individual jobs according to: interest, atmosphere, pay scale, responsibilities, description and requirements (physical, mental, emotional)

G. Math: Figure pay, figure cost of transportation to and from job, figure lunch and coffee break expenses, figure time and a half and double time.

Budgeting, straight time and overtime wages, taxes and deductions from wages. Banking and saving, credit union, borrowing money, interest rates, insurance, installment buying.

## WORLD OF WORK

Vocabulary Words and Spelling Words:

| | | | |
|---|---|---|---|
| rest | before | adult | temper |
| said | begin | advice | timid |
| went | beside | afford | useful |
| turn | between | borrow | written |
| around | minute | decide | ability |
| chair | morning | male | achieve |
| clock | past | female | admire |
| day | plant | gentlemen | budget |
| bring | telephone | lady | business |
| climb | travel | handle | damage |
| danger | trouble | habit | debt |
| each | weather | label | foreman |
| early | conduct | meeting | friendship |
| example | daily | package | handyman |
| exit | desk | perfect | identification |
| front | disturb | program | improve |
| hurry | downtown | proud | insurance |
| room | fragile | quiet | mechanic |
| ahead | honest | remain | message |
| start | nurse | remove | popular |
| talk | pencil | reward | position |
| tomorrow | supervisor | uniform | qualification |
| visit | vacancy | union | qualify |

Vocabulary Words and Spelling Words (Con't.)

| | | | |
|---|---|---|---|
| watch your step | keep out | days of the week | quarrel |
| first aid | vocation | months of the year | receipt |
| P.M. & A.M. | paycheck | holidays | schedule |
| high voltage | gross pay | cleared | signature |
| safety shoes | tax | | temperature |

III RESOURCES:

A. New Rochester Occupational Reading Series: #5-1011 - The Job Ahead
#5-1917 - Exercise Book

B. Fearon Publishing Company: Pacemaker Books - Using Dollars and Sense.

C. Frank E. Richards: Getting Ready for Pay Day Books
Checking, Savings Account
Getting Along Series -After School Is Out #1
Al Looks for a Job - #2
A Job At Last - #3
Money in the Pocket - #4

D. Esther D. Carson - Teenagers Prepare for Work - Books 1 and 2

E. Mayfex Associates - Employment Phase: Student Text, Activity Book,
Teachers Guide

F. Career Guidance - Follett Company - Turner Career Guidance Series.
Wanting A Job
Training for a Job
Starting a Job
Looking for a Job
Holding a Job
Changing a Job

Workbooks

## OCCUPATIONAL INFORMATION

GENERAL OBJECTIVES:

To prepare high school student for entrance into the world of work:

1. Realization of importance of education. Today he can't even get started unless he has his high school diploma.
2. Necessity to be as neat and attractive as possible. People he meets for the first time get their first impression by what they see. Importance of first impressions.
3. Importance of pleasant personality. Many advances in work world depend greatly on personality.
4. Necessity for punctuality and dependability to be at work.
5. Necessity for ability to get along with all people.
6. Necessity for good work habits.
7. Ability to fill out an application blank.
8. Knowledge of where and how to look for job opportunities.
9. Knowledge of geography of city. Reading bus timetables, route maps, telephone directory.
10. Ability to carry on a personal interview with an employer.
11. Knowledge and understanding of shop unions and union representatives.
12. Understanding of check deductions.
13. Understanding taxes, tax forms (long and short).
14. Understanding of types of payment system (hour - salary - job - piece work).

I. CONTENT:

A. Importance today of earning a high school diploma

1. Through class discussion utilizing as many "back-up" people as possible, stress and deeply impress students on the facts of the Work World. Educate students to realize employers always gauge potential of employee (at first) by the education the employee has attained. A student who cares enough about his future and himself to "stick it out" in high school could be a valuable asset to an employer.

CONTENT (Continued)

Have class discussion with principal, school counselor, an employment manager, also employees.

B. Importance of Personal Appearance

1. Stress value of:
   a. body cleanliness
   b. use of deodorant
   c. neatness of hair
   d. knowing appropriate dress for:
      (1) office worker
      (2) custodian or maintainance personnel
      (3) hospital personnel
      (4) safety clothing, goggles, shoes and gloves, etc.
   e. avoiding unattractive habits such as gum chewing
   f. oral health
   g. care of clothing (taught in Home Economics)

2. Factual reality of such truth as:
   a. an employer might choose between two equally qualified employees on basis of personal appearance
   b. impression on fellow workers made by neat person
   c. self esteem of neat person

C. Importance of Pleasant Personality

1. Absolutely necessary when dealing with others.
   a. Employee who wishes to advance will come in contact with other people.
   b. Success can be made or checked because of personality.
   c. Most important of all, he must live with himself and to be happy he must be the kind of person he himself can tolerate for a lifetime.
   d. Traits to develop:
      (1) friendliness
      (2) interest in others
      (3) look at positive side of life
      (4) develop A.A. (philosophy - change things that can be changed - accept things that cannot be changed - have wisdon to know the difference)
      (5) be as honest as possible
      (6) guard language
      (7) kindness
      (8) courtesy and understanding
      (9) accept all people within reason
      (10) thoughfulness towards others
      (11) development of ability to get along with all people with whom you must deal.

CONTENT (Continued)

e. Views on Virtue: What personal qualities should young people strive hardest to develop?
- truthfulness - J. Edgar Hoover
- integrity, consideration of others, responsibility - David F. Wynn
- conscientiousness - Charles F. Harreus
- poise - William J. Hartery
- integrity - Rev. T. M. Hesburgh
- honesty with self - George B. Corwin
- sense of personal worth, responsibility to self and others - Sara Alyce Writht
- dedication and responsibility to improve mankind - Anthony Terino

D. Punctuality and Dependability

1. Importance of these traits to employer and to self
a. No one scolds for tardiness
(1) it costs employee money
(2) after specified number of times late or absent without good reason - result may be temporary lay-off or dismissal
(3) employee owes his employer a fair day's work for a day's pay
(4) if you are going to be late or absent from work - call your boss and tell him - explain

Absentee Control Program of Continental Can Company --

This procedure has been designed to offer a workable, fair and thoroughly understandable procedure to cope with the problem of absenteeism:

| | | |
|---|---|---|
| Unreported Absence | - | 3 Demerits |
| Reported Absence | - | 2 Demerits |
| Unreported Tardiness | - | 1 Demerit |
| Reported Tardiness | - | 1/2 Demerit |
| Early Lunch | - | 1/2 Demerit |

A reported absence or tardiness is one in which the employee notifies the company of the condition one hour prior to start of shift.

Disciplinary action will be taken on the following basis:

| | | |
|---|---|---|
| 0-3 Demerits | - | No action |
| 4-6 " | - | Verbal Warning |
| 7-9 " | - | Written Warning |
| 10-12 " | - | 1 - 3 Day Suspension |
| 13-15 " | - | 5 - 10 Day Suspension |
| 16 or more Demerits | - | Discharge |

For each three month period during which an employee works without any chargeable demerits, three demerits will be deducted from accumulated demerits until the total reaches 0. The above merit procedure may not be proportioned in periods of one month.

E. Good Work Habits

1. Be on time
2. Be rested and ready to work
3. Be prepared
   a. proper outfit
   b. equipment
4. Get along with all people'
5. Take and obey orders / directions
6. "Call-in" when worker will be late or absent
7. Give 2-weeks notice before leaving job
8. Try to recruit replacement for your job when you know you will be leaving

F. Ability To Fill Out An Application Blank

1. Information needed to fill out most application blanks

   a. Date
   b. Position applied for
   c. Wages desired
   d. Referred by whom?
   e. Do you have relatives working here?
   f. Name: (in reverse order)
      (1) last
      (2) first
      (3) middle
   g. Social security number
   h. Address:
      (1) Street
      (2) City
      (3) State
      (4) Zip code
   i. Telephone number: Home - Emergency
   j. Height
   k. Weight
   l. Sex: Male - Female
   m. Age
   n. Date of birth: Month - Day - Year
   o. Color of hair
   p. Color of eyes
   q. Are you a citizen of the U.S.?
   r. Have you ever been arrested?
      If so, were you convicted of a <u>felony</u>?
      a <u>misdemeanor</u>?
   s. Marital Status: Single
      Married
      Divorced
      Widowed
      Separated
   t. Dependents: Husband
      Wife
      Children
      Others

u. If married woman give: Maiden name
Husband's name

v. Education:
(1) Elementary School _____ Years
(2) High School _____ Years
(3) Graduate? Yes _____ No _____
(4) Other Schooling: Home Study
Special Training
(5) College

w. Work Experience: (From last job to first)
(1) Name of employer
(2) Address
(3) Dates of work
(4) Position
(5) Pay

x. Why did you leave last position?

y. Military Service:
(1) Branch of Service
(2) Length of Service
(3) Present Draft Status
(4) Type of Discharge
(5) Rank
(6) Active Reservist
(7) National Guard

z. Personal References: (other than relatives or former employers)

a-1 Signature

II ACTIVITY:

Application often asks for permission to investigate any statements you have made. Teacher should make a file of as many "blanks" as he/she can get and teach "the fine print" which students should be aware of and understand.

A. Where and How to Get A Job

1. Agencies
a. New York State Employment Office
b. Manpower
c. Neighborhood Youth Corp
d. Work-Study Coordinator
e. Departmentof Vocational Rehabilitation

2. Newspaper

a. Learn use of Want Ad Section
(1) Understand employment section
(a) Male help
(b) Female help
(c) Male or female help
(2) Ability to discriminate ads
(a) Jobs to recognize as "impossible"
(R.N., Dental Technician, etc.).

(b) Jobs to avoid
(Avon, magazine sales, "Come to room xxx, etc.)
(c) Jobs requiring experience, no experience
(3) Ability to answer ads by
(a) Telephone
(b) Personal contact
(c) letter (as required)

New York Telephone Unit effective in this part of training. Call: Mrs. Chatterton of the Telephone Company. She will also give you useful materials to help you teach many phases of telephone -- including telephone manners, etc.

1. Help of friends and relatives
   a. Friend may get better job and recommend student to replace him.
2. "Foot Express"
   a. Prime times to go to stores for employment
      (1) Christmas and Easter season
   b. Watch for "help wanted" signs in windows

B. Knowledge of City Geography

1. Ability to "read" city map
2. Knowledge (specific)
   a. Salina Street divides city into East and West areas
   b. Erie Boulevard divides city into North and South areas
   c. Bus line and area they service
   d. Location of sections
      (1) Shopping centers
      (2) Main business downtown
      (3) Eastwood
      (4) North Side
      (5) South Side
      (6) West end
   e. Ability to use telephone directory
      (1) for addresses
      (2) for telephone numbers

USE DIRECTORY FOR INFORMATION:

   f. Location of large businesses --
      (1) Carrier
      Address: Carrier Parkway
      Telephone: 463-8411
      (2) Crouse Hinds
      Address: Wolf and 7th North Streets
      Telephone: 477-7000

(3) General Electric
Address: Old Liverpool Rd.
Telephone: 457-2531

(4) Continental Can
Address: 911 Hiawatha Blvd.
Telephone: GR 1-9111

(5) Will and Baumer Candle Co.
Address: Liverpool Rd.
Telephone: 422-0411

(6) Muench-Kreuzer Candle Co.
Address: 617 E. Hiawatha Blvd.
Telephone: GR 1-6147

(7) Syracuse China
Address: 1858 W. Fayette St.
2900 Court St.
Telephone: 468-1681

(8) Iroquois China
Address: 2320 Milton Ave.
Telephone: 468-1671

(9) Bristol Laboratories
Address: Thompson Road
Telephone: 463-6211

(10) Syracuse University
Address: Main Campus
Telephone: 476-5541

(11) Loblaw's Warehouse
Address: East Brighton Ave. & Ainsley Drive
Telephone: 478-2154

(12) Ternstedt
Address: Town Line Road
Telephone: 463-6261

(13) Restaurants
Yellow Pages

(14) Private - Employment Agency - Yellow Pages

Knowledge of City Geography (Continued)

g. Location of "downtown" and shopping center businesses

(1) Dey Brothers
401 So. Salina St.
474-2711

(2) Chappell's
205 So. Salina St.
474-1231

(3) Addis
449 So. Salina St.
422-7121

(4) Flah's
419 So. Salina St.
422-2221

(5) K-Mart
315 So. Salina St.
475-3153

(6) Woolworths
301 So. Salina St.
471-7137

(7) Wilsons
Wilson Building
422-9141

(8) Wells and Coverly
334 So. Salina St.
472-4321

(9) Learbury's
No. Salina and W. Laurel Sts.
422-7622

(10) Goldberg's Furniture
476 So. Salina St.
471-4136

(11) Lerner's
327 So. Salina St.
422-7622

(12) Three Sisters
467 So. Salina St.
422-1291

(13) E. W. Edwards
200 So. Salina St.
474-3981

(14) Franklin Furniture
216 So. Salina St.
471-0104

(15) Sibley's (unfinished)
South Salina St.

(16) Easy Bargain Center
118 Gifford St. & Erie Blvd. East

h. Location of Theatres

(1) Loews State
362 So. Salina St.
471-5652

(2) Regent
820 E. Genesee St.
476-4536

(3) Eckel
Eckel Theatre Bldg.
Fayette St.
422-2311

VIII. Knowledge of City Geography (Continued)

( ) Location of Important Buildings

(1) Main Library
Warren Street
473-4489

(2) War Memorial
515 Montgomery St.
477-7475

(3) State Office Building
335 E. Washington St.
474-5951

(4) MONY Plaza
1 Mony Plaza
471-2162

(5) County Office Building
600 So. State St.
477-7011

(6) Public Safety Building
511 So. State St.
473-4205

(7) Court House
401 Montgomery St.
477-7011

(8) Main Post Office
Federal Building
473-2665

(9) Post-Standard
Herald-Journal Bldg.
220 Herald Place
422-1431

(10) Chimes Building

(11) Telephone Company
329 So. Warren St.
422-1485

(12) State Tower Building
Warren Street
471-9125

(13) Niagara-Mohawk Power Corp.
Erie Blvd. E.
474-5911

(14) City Hall

473-2850

(15) Board Of Education
409 W. Genesee St.
474-6031

(16) County Health Department
300 South Geddes Street
477-7431

(17) W S Y R
1030 James Street
474-3911

(18) W H E N
980 James Street
474-8511

(19) W N Y S
Shoppingtown Dewitt
446-4780

(20) W F B L
Colamer Road
463-8631

(21) IBM Building
1000 James Street
472-7851

(22) CCBI
953 James Street
472-6233

(23) YMCA
340 Montgomery Street
474-4621

(24) YWCA
339 E. Onondaga St.
422-9167

VIII. Knowledge of City Geography (Continued)

j. Location of Hospitals

(1) St. Joseph's
(2) Community-General Hospital
(3) University
(4) Upstate Medical Center
(5) Veteran's Hospital
(6) City Hospital
(7) Crouse Irving-Memorial
*(8) People's Hospital
*(9) Loretto Rest
*(10) Van Duyn Hospital
*(11) Castle Rest Home
*(12) Jewish Home for the Aged
*(13) Twin Elms (Psychiatric)
+(14) St. Mary's
*(15) Hill Haven Nursing Home

*Rest Homes
+Maternity

k. Location Of Important Services & Phone Numbers

(1) Police Department
(2) Fire Department
(3) Any Emergency: Dial Operator - 0
(4) Transportation Department
(5) Health Department - Fayette & S. Geddes Sts.
(6) New York State Employment Office
(7) Bureau of Internal Revenue
(8) District Attorney
(9) Bureau of Vital Statistics
(10) T. V. Repair
(11) Plumbing
(12) Electrician
(13) State Income Tax Office

III PERSONAL INTERVIEW

A. Stress
1. Proper dress, behavior, speech, appearance
2. Ability to look "straight" at the person addressed

B. Anticipate Questions Employer May Ask Prospective Worker
1. Age
2. Educational achievements
3. Work experience
4. Salary desired
5. Schools attended
6. Subjects taken
7. Subjects liked most - least

IV UNIONS

A. Closed Shop
1. Only union members employed
2. Protection of employee:
a) From loss of job
(1) Only just cause
(2) Only after "hearing" with union steward or grievance man and president or view-president of union representing employee
b) Protects "rights" of employees
(1) Seniority rights
(2) Wage scale rights
(3) Recall from lay-off
(4) Advancement in job
c) Arbitration
(1) Involves employee-employer, union in serious problems.

This area of the Unit may be introduced by telling story of Hiawatha and the Iroquois Nations Union. One arrow easily broken. Five arrows impossible to break. "In Union there is strength."

B. Open Shop
   1. employee decides whether or not to join shop union
   2. may have no union

C. Dues
   1. usually deducted from wages - approximately two hours pay per month

D. Initiation Fee
   1. set amount paid when first employed

E. Strike Fund
   1. amount paid to members when on strike

F. Constantly "fight" for more and better "Benefits".
   1. pension
   2. hospitalization
   3. "sick pay"
   4. sub-benefit - set amount paid during lay-off to supplement unemployment pay
   5. paid holidays
   6. higher wage scale

V. CHECK DEDUCTIONS

A. Federal Tax
   1. depends on "exemptions"
   2. depends on wages
   3. depends on "other deductions"

B. State Tax
   1. depends on wages
   2. depends on "deductions"

C. F.I.C.A. (Federal Income Compensation Act)
   1. 4.8% on first $7800 ('969-70)
   2. 5.2% on first $7800 ('971-72)
   3. 5.65% on first $7800 ('972-73)

   From "Your Social Security" - 1967 SS. Amendments available at SS Office.

D. Dues
   1. Usually by payroll deduction (union)
   2. Equal approximately to two hours pay per month

E. Hospitalization insurance

F. Loans

G. Garnishees

H. Bonds

VI. UNDERSTANDING TAX RETURNS

A. When to use long form
   1. home owner - property owner who has more deductions than allowed on short form
   2. head of household
   3. wage earner with family whose deductions are greater than those allowed on short form

B. When to use short form
   1. most single people who are not home owners
   2. anyone who can realize better "return" through short form

C. Where to get help
   1. Bureau of Internal Revenue
   2. public accountants - fee involved
   3. teacher (when possible)

D. W-2 Form

   Statement of year's earnings, withholdings sent to employee by employer

E. Ability to read and interpret federal wage and tax chart

F. Ability to read and interpret state wage and tax chart

G. Ability to fill out and figure tax on short forms - federal and state

   1. information and paper required:
      a) name
      b) address
      c) social security number
      d) marital status
         1) single
         2) married, filing joint return
         3) married, filing separate returns

e) total wages from W-11 form
f) total taxes withheld W-11 form
g) interest and dividends
h) tax - from instruction book
i) surtax - from instruction book
j) refund or balance due
k) exemptions
(1) yourself (4) 65 or over
(2) spouse (5) blind
(3) regular (6) dependents
l) present employer and address

VII. WHEN AND HOW TO BORROW MONEY, CONCEPT OF SAVING BY NOT BORROWING

A. When

1. Borrow only for important things
a) house
b) car
c) furniture
d) appliances, etc.

2. Borrow only when you are in a position to "pay back".
a) be sure of steady income
3. Importance of having good "credit rating"

B. Where
1. Most inexpensive method
a) from credit union where employee works
2. Second best
a) banks
3. Expensive - finance companies
a) point out implications of finance companies
(1) attractive "come-on"
(2) strict payment procedures
4. Keep away from "loan sharks"

VIII WAYS OF BEING PAID

A. Hourly rate and time-and-a-half overtime rate
B. Salary
C. Piece Work
D. Commission
E. Salary and piece work
F. Salary and commission

VOCABULARY

employer
employee
employment
employment manager
personnel
demerit
excused
unexcused
absence
tardiness
lay-off
reported
unreported
disciplinary action
verbal warning
written warning
regular pay
overtime pay
deductions
surtax
FICA
state tax
2 week notice
marital status
dependents
maiden name
draft status
application
felony
misdemeanor
convicted
experience
signature
refund
balance due
finance company
loan shark
credit union
spouse
W-11 form
short form (tax)
long form (tax)
minor
federal tax
garnishee

Additional Activities:

1. Develop "Appearance" and "Personality" check sheets

2. Individual rating by each class member -
   An opportunity to see yourself as others see you!

3. Fill out tax forms

4. Fill out actual application blanks

5. Field trips -
   - SS office
   - Bureau of Internal Revenue
   - N. Y. S. Employment Office, etc.

6. Role Planning -
   a) Employer - Employee relationships
      Phoning for interview
      Conducting an interview

7. Developing Meaningful Charts

Reference Materials:

1. "Your Social Security" 1967 S. S. Amendments

2. Application blanks from as many working areas as possible

3. Planning My Future (Second Edition National Forum)
   Prepared by: National Forum Foundation
   Chicago, Illinois

4. Federal and State Income Tax Instruction Booklets and Tax Forms
   (State and Federal)

5. Applied Business Mathematics - Piper Gruber (8th Edition)

6. Any want-ad section

7. City map

SENIOR HIGH SPECIAL

OCCUPATIONAL SKILLS

(Math, Communication, Self-Preparation)

GENERAL OBJECTIVES

1. Stress learning and reinforcement of fundamentals related to each learning area.
2. Help child to apply learning in realistic situations.
3. Instill self-confidence to improve self concept.
4. Work through individual programming and counseling so that each child may accomplish as much as possible during his schooling period.
5. Provide experiences in which the child can be successful.
6. Establish attainable goals.

I. MATHEMATICS:

A. Information necessary for general background and specific needs of a work situation. Development of payroll vocabulary, time, money, etc.

II. CONTENT:

A. Time Concept

1) telling time, half hour, quarter hour, noon, evening, etc. Ability to compute an hourly wage rate.

2) understanding of base pay - ability to compute overtime pay.

B. Activities

1) Use clock in establishing daily routine.

2) Use calendar, holidays, paydays, vacation; weeks in month, etc.

3) Use time card, compute hours of work and wages.

C. Money Concept

1) Review identification of coins and bills

2) Review various combinations of coins necessary to make one dollar.

3) Discuss budget. Weekly spending for work needs, home needs, personal needs.

4) Savings (forced, systematic, % from salary, payroll savings, school savings.

5) Banking (establishing savings account, deposit and withdrawal, rates of interest, savings and commercial. Christmas Clubs.

6) Make change using real money.

7) Set up school store for buying and selling.

8) Figure expenditures, payment, change.

9) Keep record of expenditures for week in order to help plan a budget based on daily needs, etc.

10) Open savings account, make weekly deposit

11) Visit bank with planned tour, speaker

12) Discuss needs for saving - and in a safe place.

13) Benefits of savings account (collateral, etc.)

14) Loans and interest

D. Cash and Installment Buying

1) Pros, cons

2) Lay-away plan

3) "Carrying charges"

E. Basic Skills needed as they apply to the individual and the area under discussion.

1) Combinations - addition - subtraction

2) Simple multiplication and division (show how short way to add, subtract)

3) Reversal of functions

4) Decimals (to figure pay, interest, etc.)

F. "Number" Concepts

1) Meaning of "Number"
2) Concept of oneness, twoness, etc.
3) Counting by pairs, 5's, 10's, etc.
4) Tallying
5) Estimating - rounding off numbers, "round numbers", size, making comparisons. Read thermometer, fever - weather.

G. "Size" Concept

1) Develop ability and understanding of:
how and when to use tools of measurement
2) Linear - ruler, yardstick, tape measure

a. compare and equate inches, feet, yards, mile
b. estimate length, distance, height, size
c. measure height, body measurements, length and width of room, size of papers for posting pictures.

3) Liquid

a. measure ½ pint (1 glass) pint, quart, gallon. Use measuring cup spoon, prepare drinks for class.

b. learn how to use measuring spoons, cup

c. compare & equate teaspoon and tablespoon

d. use fractional parts in liquid measurements

4) Solids: Be aware of need for knowing how and why different articles are weighed - check activity in food stores at scales.

a. food stuffs, meats, fruits, vegetables, cheeses, etc.; use kitchen scales

4) Continued

b. clothing (dry cleaning & washing), use scales in cleaning establishment as to amount of clothing to be cleaned, ie., 8 lbs. @ $1.50, 10 lbs. @ $2.00.

Use fractional parts ½ lb., ¼ lb.

Review use of measuring spoons (level, heaping)

III. COMMUNICATION: Develop a reading, writing and oral vocabulary, each supporting and reinforcing the other. Also relate spelling words to area being studied.

Develop word study, written and reading vocabulary for each area discussed, in each level. Best group responsible for words in other groups.

A. Oral - Help to develop in child

1) Ability to speak clearly and be heard
2) Ability to answer the question asked
3) Ability to ask questions relative to subject matter
4) Ability to listen carefully, to comprehend, to react

Afford an opportunity for the pupil to use as much constructive oral expression as possible.

5) Proper use of telephone.
6) Need for being able to remember or give important telephone numbers. Present a topic - be prepared, learn how to follow an outline, be able to face a group, communicate so that the class will understand.

Activities

Answer or give resume of reading.

Report on sports, comics report, and women's pages.

May be unit - use teletrainer
Use of telephone book
Practice repeating messages, read from written notes, speak before a group.
Make and acknowledge introduction.
Observe and report.
Summarize and report events (news, school, stories, etc.)
Give verbal message to pupil, have him deliver it.

B. Written

1) Be able to fill out application forms.
2) Answer questionnaires.
3) Be able to make out or copy work resume.
4) Letter writing.
5) Be able to write a message.

Activities

As for Language Arts

C. Reading Ability

1) Sufficient to read newspapers on own level.
2) Application forms.
3) Read and understand signs (work, traffic, warning, labels, etc.)
4) Read and follow directions commensurate with ability level.
5) Be able to determine number and name of buses.
6) Be able to read street signs.
7) Be able to use dictionary (spelling, pronunciation).
8) Be able to use telephone book.
9) Magazines and recreational reading.
10) Recognize conformations.
11) Recognize colors, pictures, words

Activities

Engage in as many different reading experiences as possible. Read signs, labels, menus, schedules.

Trips, neighborhood, to pick out often used signs.

Bus center check number and name, as to street student travels.

Dictionary, game 1.

Use magazines, library books.

D. Preparing For The Job

1) Self evaluation
   a) assets and limitations
   b) likes and dislikes
   c) needs, immediate and future (to learn skill to support a family)
   d) consider physical and mental status (vision limitations for warehouse stockman, etc.)
   e) Social-economic aspects (would you like to be a gravedigger?)
   f) Consider level of ability (does the job offer promotions you can earn?)

Activities

Vocational counselor speak about background common to all jobs. What jobs can or cannot do, answer ads in paper. Find job you like to do - list.

Job analysis.

Discuss self-evaluation process. Consider immediate needs, common needs, future needs.

D. Preparing For The Job (Con't.)

2. Personal Grooming

a) Develop an awareness of good points, also where help might be needed for improvement.
b) Care of body, hair, nails, teeth
c) Eye care, styling of glasses, etc.
d) Care and repair of clothing
e) Shoes, etc.
f) Suitable dress for work, school, etc.
g) Personal hygiene

Activities

Discuss first impressions. Refer to unit on grooming.

3. Developing good health habits, need for rest, recreation, outdoor activities.

a) Proper diet (3 meals daily)
b) Physical examination if you want to change weight.
c) Sleep vs. rest
d) Nutritional needs of adolescent in school, at play, at work.
e) Become aware of safety procedures.
f) Precaution and responsibility - at home, on the job, in the community.

Activities

Visit parks, zoo, and recreational areas.

Visit fire department, police, Public Safety Bldg., City Hall, State Building, Court House.

4. Discuss: T.V. ads, and their effect on child regarding:

a) Smoking, nicotine
b) Drinking, use of alcohol
c) Use of narcotics
d) Importance of family doctor and dentist
e) Self-diagnosis and self-treatment.

Activities

Invite experts in field to conduct seminars after addressing groups.
Films, film strips

5. Developing Attitudes

a) New, perhaps, proper attitude toward work situation
b) Why work? Money, pride, self sustainment.
c) Salary vs. welfare
d) Need for additional aid

E. Getting A Job

1. How to go about finding a job.
2. How to apply.
3. Where to apply.
4. How to prepare for an interview - personal - telephone

Activities

Use newspapers, employment service. Discuss needs with friend, relative.

Telephone setup
Interview, role play
Tape recorder, used for above
Fashion show
Guest speakers - Aviation, Banking, Bankers, Plumber, Electrician, Carpenter, Mason, Transportation, Water Department D.P.W., Motor Vehicle Department, Driver Education, Hotel housekeeper, Maitre d', Bus Boys, Store - Employment Department, Warehouse Workers, etc., Sales girl, Nurse's aide, Teacher's aide,

Review basic skills

F. On The Job

1. The work permit
2. Discuss the needs for:
   a) willingness to learn and accept criticism
   b) punctuality - time schedule
      bus schedule
   c) responsibility for child to:
      know how to get to work
      follow rules and regulations
      follow directions
      care of tools of work
      get along with and understand others
      ask questions when in doubt
      admit and be willing to correct mistakes

F. On The Job (Continued)

d) Developing and using common courtesies:
conversation
acts
recognizing, reading and obeying signs
doing the job assigned, not interfering with others
not abusing coffee breaks, lunch hours, time off, etc.

e) Having a pleasant personality:
"smiles, not frowns"
"yeses", not "no's"

f) Safety on the job:
(related generally to all areas of work - special needs)
Good health habits on the job
Reinforce learnings through use of supervisory counseling and teacher-student

## VOCABULARY

I. Mathematics - Minimal Vocabulary: (Reading)

1. Money Concept

| | | | |
|---|---|---|---|
| dollar | penny | nickel | half-dollar |
| cents | dime | quarter | budget |

Example:

| | | | |
|---|---|---|---|
| spend | bill | bank | income |
| save | pay | check | cost |
| sale | buy | | |

2. Time Concept

| | | | |
|---|---|---|---|
| clock | morning | noon | night |
| hour | minute | afternoon | lunch |
| coffee break | | | |
| half hour | quarter to | quarter after | early, late on time |

| | | |
|---|---|---|
| A.M. | P.M. | Day |

(Days of week, months, seasons, holidays)

3. Linear Measure

Vocabulary (Continued)

| | | |
|---|---|---|
| long | yard | tape |
| short | inch | stick |

Resources:

You and Your World

Workbooks -

Help Yourself to a Job I, II

I Want A Job
Margaret W. Hudson
Anna H. Weaver

On The Job
Hudson and Weaver

Teen-Agers Prepare for Work I, II
Ester Carson

Target Series: Occupations - Employment Phase
Mafax Associates

Speakers - Refer to Units on World of Work

As for World of Work - also:

Job Guide for Young Workers
N. Y. S. Employment Service

Handbook of Job Facts
Science Research Associates

Finding Your Job
Finney Co., Minneapolis, Minnesota

Teen-Agers Prepare for Work
Carson and Daly

California State Education Department, 1956

I Want A Job

Hudson and Weaver Readers

Richmond Public Schools

Good Manners in the United States
Simonson & Roe, New York Press

# W. T. GRANT COMPANY

## APPLICATION FOR EMPLOYMENT

PLEASE PRINT REQUIRED INFORMATION AND SIGN FORM WHEN COMPLETED.

NAME _____ (LAST NAME / FIRST NAME / MIDDLE NAME) SOCIAL SECURITY NO. _____ DATE _____

ADDRESS _____ (STREET / CITY / ZIP CODE OR ZONE / STATE) TELEPHONE NO. _____ OWN ☐ MESSAGE ☐

PREVIOUS ADDRESS _____ MAIDEN NAME _____

IN CASE OF EMERGENCY, NOTIFY _____ (NAME / COMPLETE ADDRESS / RELATIONSHIP, IF SPOUSE OR PARENT)

TYPE OF WORK DESIRED _____

REFERRED BY _____ (NAME)

ARE YOU OF LEGAL AGE TO WORK IN THIS STATE?

YES _____ NO. _____

LENGTH OF TIME RESIDED IN LOCALITY _____

CHECK ONE: SINGLE ☐ MAR. ☐ DIV. ☐ WID. ☐ SEP. ☐

NO. OF CHILDREN _____

NO. OF DEPENDENTS (EXCLUDING SELF) FULL _____ PARTIAL _____

HEIGHT _____ WEIGHT _____

HAVE YOU EVER BEEN INCAPACITATED DUE TO ILLNESS OR ACCIDENT? _____

IF SO WHEN? _____

HAVE YOU ANY CHRONIC AILMENT OR DEFECTS IN SIGHT, HEARING, LIMBS, ETC.? _____

| EDUCATION | NAME AND LOCATION OF SCHOOL ATTENDED | DATES ATTENDED | DID YOU GRADUATE? |
|---|---|---|---|
| GRADE SCHOOL | | | |
| JUNIOR H. S. | | | |
| SENIOR H. S. | | | |
| COLLEGE OR TECHNICAL SCHOOL | | | GIVE DEGREE |

NAME ANY SPECIAL TRAINING OR COURSES _____

—GIVE SCHOOL AND LENGTH OF COURSES _____

HAVE YOU EVER WORKED FOR GRANT CO.? _____

IF SO WHEN? _____ WHERE? _____

DO YOU KNOW ANY GRANT EMPLOYEES? _____

IF SO, WHOM? _____ WHERE EMPLOYED? _____

DO YOU HAVE ANY RELATIVES WORKING FOR GRANT CO.? _____

IF SO, WHOM? _____ WHERE EMPLOYED? _____

IF EMPLOYED BY GRANT CO., WOULD YOU BE HOLDING ANOTHER JOB AT THE SAME TIME? _____ IF SO, HOW MANY HOURS PER WEEK? _____

CHECK WORK IN WHICH YOU HAVE HAD EXPERIENCE

☐ TYPING ☐ SHORTHAND
☐ INVOICING ☐ BOOKKEEPING
☐ PAY ROLL ☐ CASHIERING
☐ STOCKROOM ☐ LUNCHEONETTE
☐ SELLING ☐ OTHER? IF ANY, NAME

WHAT LINES DID YOU SELL? _____

CHECK MACHINES YOU KNOW HOW TO USE:

☐ TYPEWRITER ☐ ADDING MACHINE
☐ CALCULATOR ☐ DICTAPHONE
☐ KEY PUNCH ☐ COMPTOMETER
☐ TABULATING ☐ SWITCHBOARD

OTHER MACHINES _____

DRAFT STATUS _____

IF U. S. MILITARY SERVICE COMPLETED, GIVE DATES AND TYPE OF DISCHARGE _____

### LAST THREE EMPLOYERS: (DO NOT USE EMPLOYERS AS PERSONAL REFERENCES.)

NAME OF COMPANY _____ POSITION _____ SALARY _____ DATE EMPLOYED _____ DATE LEFT _____

COMPLETE ADDRESS _____ REASON FOR LEAVING _____

NAME OF COMPANY _____ POSITION _____ SALARY _____ DATE EMPLOYED _____ DATE LEFT _____

COMPLETE ADDRESS _____ REASON FOR LEAVING _____

NAME OF COMPANY _____ POSITION _____ SALARY _____ DATE EMPLOYED _____ DATE LEFT _____

COMPLETE ADDRESS _____ REASON FOR LEAVING _____

### PERSONAL REFERENCES GIVE THREE, SUCH AS DOCTOR, OTHER PROFESSIONAL PERSON, OR FRIEND. DO NOT GIVE RELATIVES OR FORMER EMPLOYERS.)

NAME _____ COMPLETE ADDRESS _____ OCCUPATION _____

NAME _____ COMPLETE ADDRESS _____ OCCUPATION _____

NAME _____ COMPLETE ADDRESS _____ OCCUPATION _____

I FULLY AGREE TO BECOME A MEMBER OF THE EMPLOYEES' RETIREMENT PLAN AND THE GROUP LIFE INSURANCE PLAN WHEN ELIGIBLE. I AGREE TO RETIREMENT PLAN PAYROLL DEDUCTIONS FROM MY EARNINGS IN EXCESS OF $1500 A YEAR, WITH THE UNDERSTANDING THAT SUCH DEDUCTIONS ARE RETURNABLE TO ME WITH INTEREST IF MY EMPLOYMENT TERMINATES BEFORE RETIREMENT.

I UNDERSTAND THAT PERMANENT EMPLOYMENT IS DEPENDENT UPON SATISFACTORY REFERENCE CHECKS AND ACCEPTANCE BY THE BONDING COMPANY, AND THAT ANY MISREPRESENTATION ON THIS APPLICATION MAY BE CAUSE FOR SEPARATION FROM EMPLOYMENT, WITHOUT RECOURSE.

_____ SIGNATURE

SP-42-21 (WTG 62463) 8/66

[redacted] LOY[redacted] RE[redacted]DO [redacted]VRITE[redacted]THIS [redacted]

NAME _____ HIRED BY _____ TEST SCORE { NUMBERS _____ WORDS _____

## EXPERIENCE WITH COMPANY

| DATE | STORE NO. OR DEPT. NO. | POSITION | F.T. P.T. EXTRA | TYPE OF CHANGE | SALARY |
|---|---|---|---|---|---|
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OTHER TESTS? GIVE NAME OF TEST—SCORE—DATE—TIME, IF NEEDED

_____

_____

DATE OF BIRTH _____ AGE _____

EMPLOYEE MAY NOT BE REQUIRED TO SUBMIT BIRTH CERTIFICATE, BUT MAY BE ASKED FOR PROOF OF AGE AFTER EMPLOYMENT—NOT BEFORE.

NAME OF INTERVIEWER _____

INTERVIEWER'S COMMENTS _____

_____

_____

U. S. MILITARY DISCHARGE PAPERS HAVE BEEN SEEN BY INTERVIEWER, AND ARE SATISFACTORY:

YES ☐ NO ☐ _____

## SUMMARY OF PERSONNEL REVIEW

| DATE | RATING | NAME OF RATER | COMMENTS |
|---|---|---|---|
| | | | |
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## EDUCATIONAL COURSES COMPLETED AFTER EMPLOYMENT

| COURSE | SCHOOL | HOW MUCH DID CO. CONTRIBUTE? | DATES ATTENDED |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

## RETIREMENT PLAN DATA

DATE APPROVED FOR MEMBERSHIP _____ ACTIVE RETIREMENT NO. _____

## TERMINATION

DATE OF TERMINATION _____

REASON ON REQUISITION OR RECORD _____

REASON GIVEN IN EXIT INTERVIEW _____

_____

WOULD YOU REHIRE? _____ IF NOT, GIVE REASON _____

_____

LAST ADDRESS _____

## FORMS TO BE CHECKED

SS-23 REPORT SENT TO N.Y.O.—DATE SENT _____

THREE REFERENCES—DATE SENT _____ RETURNED ☐ ☐ ☐

BOND, WHEN REQUIRED—DATE SENT TO N.Y.O. _____

REQUIRED CERTIFICATES RECEIVED AGE ☐ HEALTH ☐

WILLMARK EMPLOYEE INFORMATION REQUEST—DATE REQUESTED _____

GROUP INSURANCE—DATE EFFECTIVE _____

HOSPITALIZATION—DATE ELIGIBLE _____ DATE JOINED _____

RESCUE MISSION WORKSHOP FOR THE HANDICAPPED

SYRACUSE, NEW YORK

DATE_____

Name_____ Sex_____
Last First Middle

Address_____ Age_____
Street City & State Zip Code

Social Security Number_____ Date of Birth_____

Telephone number_____ Marital Status_____

Number of children that live at home_____

Religion_____ Veteran_____ Type of Discharge__
Yes-No

Handicapped_____ Explain extent of handicap_____
Yes--No

_____

Work tolerance_____ Do you have transportation?_____

Can you climb stairs?_____ Can you do work that requires standing?_____

EDUCATION:

Grammer School_____ Grades completed_____
Yes No

High School_____ Grades completed _____
Yes No

College_____ Years completed_____
Yes No

OTHER SCHOOLING OR TRAINING_____

WORK RECORD

List the types of work you have done_____

_____

List the types of work you feel you could do._____

_____

List below a record of your employment ( begin with the most recent)

| FIRM | CITY | POSITION | DATES | REASONS FOR LEAVING |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| FIRM | CITY | POSITION | DATES | REASONS FOR LEAVING |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

List three ( 3 ) varied references ( not relatives ) with mail or telephone contacts:

_____

_____

_____

Are you a licensed driver?_____ Special skills, Hobbies, interests

_____

Person to notify in case of Emergency:

Name_____Relationship_____

Street_____Telephone_____

City_____State_____Zip Code___

DO NOT WRITE BELOW THIS LINE

_____

Interviewed by_____Action_____

Comments_____

_____

EMPLOYMENT RECORD:

Date Hired_____

Position_____

Date left_____

Reason:

8/67

# THE ADDIS COMPANY, SYRACUSE, NEW YORK

## EMPLOYMENT APPLICATION (Please Answer All Questions Carefully)

Last Name | First Name | Initial (Maiden Name if married)

Street No. | City

Telephone No. | How long at this address?

Age | Date of Birth | Female ☐ Male ☐ | Any Dependents? Yes ☐ No ☐ Number.....

What is your Mother's / Father's Name | Their Home Address in the United States | Their Place of Employment

| | Check (V) | | No. Years |
|---|---|---|---|
| Single | | Grammar School | |
| Married | | High School | |
| Divorced | | College | |
| Widow | | Business School | |

Social Security Number

Name and Address Last School Attended

| | | FROM | | TO | | | |
|---|---|---|---|---|---|---|---|
| Name of Last Employer — No. 1 | Address | Month | Yr. | Month | Yr. | Position | Salary |
| | | | | | | Superior's Name | Reason for Leaving |
| Employer Previous to No. 1 — No. 2 | Address | Month | Yr. | Month | Yr. | Position | Salary |
| | | | | | | Superior's Name | Reason for Leaving |
| Employer Previous to No. 2 — No. 3 | Address | Month | Yr. | Month | Yr. | Position | Salary |
| | | | | | | Superior's Name | Reason for Leaving |

| Give Two Personal References (Not Relatives or Former Employers) | Address | Occupation | How Long Known |
|---|---|---|---|
| Name 1 | | | |
| Name 2 | Address | Occupation | How Long Known |

DO NOT WRITE BELOW THIS LINE—COMPLETE APPLICATION ON REVERSE SIDE

| Date Interviewed | Dept. | Position | | | | Locker No. | Locker Pd. | Clerk No. | Selling Quota | Typing |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 1% ☐ 2% ☐ | Cashier |
| Date Reporting | Salary | Req. 30% | Extra 20% | On Call 10% | Charge ☐ Cash ☐ | Classification | | Hours | | Elev. Oper. |
| | | | | | | | | | | Tel. Oper. |

Previous Addresses:

| Street No. | How long? | Street No. | How long? |
|---|---|---|---|
| | | | |

A correct listing of your references will prevent a delay in your employment. All references are verified and responses checked with your application.

Parent or friend whom you wish notified in case of illness:

Name.....

Address.....

Tel. No.....City.....

It is hereby understood that should I enter the employ of The Addis Company, of Syracuse, my employment may be terminated by them without notice, and that I am likewise at liberty to terminate employment in the same manner.

Signature.....

SPACE BELOW TO BE FILLED IN BY PERSONNEL OFFICE

| References—Business | DATE Written | Answered | Approved | Time Card | Payroll Card |
|---|---|---|---|---|---|
| 1. | | | | Recommended by | |
| 2. | | | | Military Service: Dates—Reason in the U. S. A. | |
| 3. | | | | | |
| References—Personal | | | | | |
| 1. | | | | Relatives employed here: | |
| 2. | | | | | |
| References—School | | | | Application Approved | Date |
| 1. | | | | | |

F175A 1M 10-61 14-06-01

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# CONFIDENTIAL

| 1. I. D. NO. | 2. N. Y. C. NO. | 3. MT 101 | 5. SEX M ☐ F ☐ | SCHOOL IN ☐ OUT ☐ | SOCIAL SEC. NO. | 6. PHYSICAL DISABILITY YES ☐ NO ☐ | 7. SINGLE ☐ | MARRIED ☐ | OTHER (EXPLAIN) ☐ |
|---|---|---|---|---|---|---|---|---|---|
| NAME LAST | FIRST | M.I. | | | PHONE | 36. AGE | DATE OF BIRTH | 8. PRIMARY WAGE EARNER YES ☐ NO ☐ OTHER (EXPLAIN) ☐ | |
| ADDRESS CITY | | | | | HOW LONG | PLACE OF BIRTH | | 9. HEAD OF FAMILY YES ☐ NO ☐ | 10. DEPENDENTS OWN CHILDREN ☐ OTHER ☐ TOTAL ☐ |
| PREVIOUS ADDRESS | | | | | HOW LONG | HEIGHT | WEIGHT | NO. PERSONS IN HOUSE | LANGUAGE SPOKEN IN HOME ENGLISH ☐ OTHER SPECIFY ☐ |
| COUNSELOR | | | | | 35. N. I. W. O. | DISPOSITION OF FAMILY AT HOME ☐ OTHER (EXPLAIN) ☐ | | | |
| HIGH GR. | 12. PRIMARY OCCUPATION | DOT CODE | | | 15. HOW LONG | 17. LAST DATE THIS JOB | | 21. EMPLOYED ☐ | 32. UNEMPLOYED NO. WEEKS |
| 23. NO. YEARS WORKED | 24. UNEMPLOYMENT INSURANCE YES ☐ NO ☐ AMT. | | | | 25. WELFARE YES ☐ NO ☐ AMT. | 26. LAST REGULAR EMPLOYMENT | | | 29. EARNINGS HOURLY |

| SCHOOLS: LIST LAST ATTENDED FIRST | LAST DATE ATTENDED | YEARS | 32. REASON FOR LEAVING | COURSE STUDIED |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

| 33. LIVE WITH PARENTS YES ☐ NO ☐ | FATHER'S OCCUPATION | 34. HIGHEST GRADE FATHER | DRIVER'S LICENSE YES ☐ NO ☐ CLASS ☐ | WHO REFERRED BY |
|---|---|---|---|---|
| | | | | |

| EMPLOYMENT RECORD EMPLOYER | LIST LAST EMPLOYER FIRST ADDRESS | PHONE | TYPE OF WORK | EMPLOYED FROM | TO | REASON FOR LEAVING |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

| ARMED FORCES YES ☐ NO ☐ INELIG ☐ | BRANCH | NO. MONTHS | RANK AT DISCHARGE | SERIAL NUMBER | TYPE DISCHARGE | DATE DISCHARGE | DRAFT STATUS |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| PREVIOUS ENROLLMENT - PROGRAM - DATE | TEST TITLE | DATE | RESULT |
|---|---|---|---|
| | | | |

COUNSELOR REMARKS

SIGN DATE

| DATE | C.F.O. DISPOSITION | INST | OJT | OTHER | TERM. |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

PRE-EMPLOYMENT INTERVIEW MEMORANDUM
(PLEASE PRINT)

(Check One)
___Full Time
___Part Time

NAME_____ DATE_____

ADDRESS_____ TELEPHONE_____

DATE OF BIRTH_____NO. YRS. ATTENDED HIGH SCHOOL_____COLLEGE_____

MARRIED_____SINGLE_____DIVORCED_____WIDOW(ER)_____SEPARATED_____

TOTAL NO. YOU SUPPORT INCLUDING YOURSELF_____DRAFT STATUS_____

HEIGHT_____WEIGHT_____SOCIAL SECURITY NUMBER_____

WHAT SERIOUS INJURIES OR ILLNESS HAVE YOU HAD_____

GIVE DETAILS AND DATES_____

WHAT SERIOUS ACCIDENTS OR OPERATIONS HAVE YOU HAD_____

HAVE YOU EVER HAD A BACK INJURY_____

HAVE YOU EVER MADE APPLICATION FOR BOND WHICH WAS REFUSED_____

HAVE YOU EVER BEEN ARRESTED FOR ANY OFFENSE OTHER THAN A MINOR TRAFFIC VIOLATION_

IF SO, WHAT_____

FOR WHAT POSITION ARE YOU APPLYING_____ANY RETAIL EXPERIENCE____

KIND OF MERCHANDISE WITH WHICH YOU ARE MOST FAMILIAR_____

EVER EMPLOYED BY SEARS_____WHERE AND WHEN_____

DO YOU KNOW ANYONE WHO WORKS OR HAS WORKED FOR SEARS_____WHO_____

RECORD OF EMPLOYMENT (LAST POSITION FIRST)

| FIRM NAME | LOCATION | FROM - TO | POSITION | SALARY |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

DO NOT WRITE BELOW THIS SPACE

_____

_____

# APPLICATION FOR EMPLOYMENT

## PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ AGE* _____ SEX _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE

PERMANENT ADDRESS _____
STREET CITY STATE

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____

DATE OF BIRTH* _____ HEIGHT _____ WEIGHT _____ COLOR OF HAIR _____ COLOR OF EYES _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT _____ REFERRED BY _____

## EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

| EDUCATION | NAME AND LOCATION OF SCHOOL | YEARS ATTENDED | DATE GRADUATED | SUBJECTS STUDIED |
|---|---|---|---|---|
| GRAMMAR SCHOOL | | | | |
| HIGH SCHOOL | | | | |
| COLLEGE | | | | |
| TRADE, BUSINESS OR CORRESPONDENCE SCHOOL | | | | |

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

U. S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) _____

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

*THE LAW IN NEW YORK, MASSACHUSETTS, COLORADO, LOUISIANA, PENNSYLVANIA, RHODE ISLAND, AND CERTAIN OTHER STATES PROHIBITS DISCRIMINATION BECAUSE OF AGE.

(CONTINUED ON OTHER SIDE)



W.24 MADE IN U.S.A.

LAST FIRST MIDDLE

## FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

| DATE MONTH AND YEAR | NAME AND ADDRESS OF EMPLOYER | SALARY | POSITION | REASON FOR LEAVING |
|---|---|---|---|---|
| FROM<br>TO | | | | |
| FROM<br>TO | | | | |
| FROM<br>TO | | | | |
| FROM<br>TO | | | | |

## REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

| | NAME | ADDRESS | BUSINESS | YEARS ACQUAINTED |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

## PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS _____

WERE YOU EVER INJURED? GIVE DETAILS _____

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY _____
NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS: _____

| | | | |
|---|---|---|---|
| NEATNESS | | CHARACTER | |
| PERSONALITY | | ABILITY | |

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.
EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

# CROUSE-HINDS COMPANY
# APPLICATION FOR EMPLOYMENT
Prepare in own handwriting

FACTORY ☐ FOUNDRY ☐ OFFICE ☐

PRINT NAME _____ (FIRST) _____ (MIDDLE) _____ (LAST) DATE _____

ADDRESS _____

_____ TELEPHONE NO. _____ OWN ☐ NEIGHBORS ☐

BIRTH DATE _____ (MO.) (DAY) (YR.) ☐ SINGLE ☐ ENGAGED ☐ WIDOW(ER) ☐ MARRIED ☐ SEPARATED ☐ DIVORCED S. S. NO. _____

HEIGHT _____ WEIGHT _____ CITIZEN? YES ☐ NO ☐ KNOWN PHYSICAL DEFECTS _____

KIND OF WORK WANTED _____ 2ND CHOICE _____

"The New York Law Against Discrimination prohibits discrimination because of age."

| EDUCATION | NAME AND ADDRESS | MAJOR COURSES | NO. YEARS COMPLETED | YEAR |
|---|---|---|---|---|
| GRAMMAR | | | | |
| HIGH SCHOOL | | | | |
| BUSINESS SCHOOL | | | | |
| COLLEGE | | | | |
| TRADE OR TECHNICAL | | | | |
| OTHER | | | | |

ARE YOU STUDYING NOW? _____ WHAT SUBJECTS? _____

CHIEF HOBBIES _____ FAVORITE RECREATION _____

## PREVIOUS EMPLOYMENT
(ACCOUNT FOR EVERY PERIOD)

LIST LAST JOB FIRST — IF ADDITIONAL SPACE IS REQUIRED USE BLANK PAPER

| | SUPERVISOR | FROM / TO | KIND OF WORK | $ PER NO. HRS. PER WK. | REASON FOR LEAVING |
|---|---|---|---|---|---|
| NAME _____ ADDRESS _____ BUSINESS _____ | | FROM _____ TO _____ | | $ _____ PER _____ NO. HRS. PER WK. | |
| NAME _____ ADDRESS _____ BUSINESS _____ | | FROM _____ TO _____ | | $ _____ PER _____ NO. HRS. PER WK. | |
| NAME _____ ADDRESS _____ BUSINESS _____ | | FROM _____ TO _____ | | $ _____ PER _____ NO. HRS. PER WK. | |
| NAME _____ ADDRESS _____ BUSINESS _____ | | FROM _____ TO _____ | | $ _____ PER _____ NO. HRS. PER WK. | |
| NAME _____ ADDRESS _____ BUSINESS _____ | | FROM _____ TO _____ | | $ _____ PER _____ NO. HRS. PER WK. | |

## FRIENDS OR RELATIVES EMPLOYED HERE

| NAME | RELATIONSHIP | DEPARTMENT |
|---|---|---|
| | | |
| | | |
| | | |

HOW MUCH TIME HAVE YOU LOST FROM WORK IN THE LAST TWO YEARS? _____ REASON _____ IF ILLNESS GIVE NATURE _____

REFERRED TO COMPANY BY _____

U. S. MILITARY SERVICE ☐ YES ☐ NO BRANCH _____ (IF YES) DATES OF SERVICE _____ TO _____

ARE YOU IN THE NATIONAL GUARD? ☐ YES ☐ NO ARE YOU IN THE ARMED FORCES RESERVE? ☐ YES ☐ NO DRAFT CLASSIFICATION _____

CROUSE-HINDS COMPANY IS AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER

## FACTORY OR FOUNDRY
### OCCUPATIONS KNOWN

| KIND | YEARS | KIND | YEARS | KIND | YEARS |
|---|---|---|---|---|---|
| COREMAKER | | PUNCH PRESS OPERATOR | | PLATER | |
| GRINDER-FINISH | | SCREW MACHINE OPERATOR | | PLUMBER | |
| GRINDER-ROUGH | | SHAPER OPERATOR | | TINSMITH | |
| MOLDER | | SHEET METAL WORKER | | TOOLMAKER | |
| LABORER | | TAPPER OPERATOR | | WELDER | |
| DRILL PRESS OPERATOR | | CARPENTER | | CLERK | |
| LATHE OPERATOR | | ELECTRICIAN | | JANITOR | |
| METAL SPINNER | | MILLWRIGHT | | MATERIAL HANDLER | |
| MILLING MACHINE OPERATOR | | PAINTER | | PACKER & SHIPPER | |
| POLISHER | | PATTERNMAKER | | | |

## OFFICE
### OCCUPATIONS KNOWN

| LIST EXPERIENCE ONLY ON VOCATIONS FOR WHICH YOU QUALIFY | TRAINING | | EXPERIENCE | | LIST EXPERIENCE ONLY ON VOCATIONS FOR WHICH YOU QUALIFY | TRAINING | | EXPERIENCE | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | | BUSINESS | | | SCHOOL | | BUSINESS | |
| | YEARS | MONTHS | YEARS | MONTHS | | YEARS | MONTHS | YEARS | MONTHS |
| GENERAL OFFICE WORK | | | | | BILLING CLERK | | | | |
| SECRETARY | | | | | ACCOUNTING CLERK | | | | |
| TYPIST (WORDS PER MIN.) | | | | | DRAFTSMAN | | | | |
| SHORTHAND (WORDS PER MIN.) | | | | | TELEPHONE OPERATOR | | | | |
| DICTATING MACHINE TRANSCRIPTION | | | | | | | | | |
| FILE CLERK | | | | | | | | | |

| LIST BUSINESS MACHINES WITH WHICH YOU ARE FAMILIAR | TRAINING | | EXPERIENCE | | LIST BUSINESS MACHINES WITH WHICH YOU ARE FAMILIAR | TRAINING | | EXPERIENCE | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | | BUSINESS | | | SCHOOL | | BUSINESS | |
| | YEARS | MONTHS | YEARS | MONTHS | | YEARS | MONTHS | YEARS | MONTHS |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

### MEMBERS OF FAMILY — LIVING WITH YOU
(INCLUDE ONLY FATHER, MOTHER, HUSBAND OR WIFE, AND MINOR DEPENDENT CHILDREN)

| NAME | RELATIONSHIP | DATE OF BIRTH OR APPROX. AGE | DEPENDENT ON YOU? | OCCUPATION AND EMPLOYER |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

IN CASE OF EMERGENCY, NOTIFY _____ PHONE _____

ADDRESS _____

### REFERENCES — NOT RELATIVES
LIST THREE

| NAME | YEARS KNOWN | ADDRESS | BUSINESS OR OCCUPATION |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

☐ "I HEREBY AUTHORIZE MY PROSPECTIVE EMPLOYER TO INVESTIGATE MY ARREST RECORD, IF ANY."

**It is understood and agreed that answers to the above questions constitute the basis for any employment contract.**

I hereby represent that each answer to a question herein and all other information otherwise furnished is true and correct. I further represent that such answers and information consitute a full and complete disclosure of my knowledge with respect to the question or subject to which the answer or information relates. I understand that any incorrect, incomplete, or false statements or information furnished by me will subject me to discharge at any time.

SIGNED _____

| DATE | REMARKS |
|---|---|
| | |
| | |



NOTES: _____

Carrier®

RETURN TO:

# STANDARD EMPLOYMENT APPLICATION

FEDERAL SOCIAL SECURITY NO. ☐☐☐-☐☐-☐☐☐☐

Name _____ Maiden Name _____ Date _____
LAST FIRST M.I.

Present Address _____ Phone No. _____ ☐ Own ☐ Other
STREET CITY STATE ZIP

Permanent Address _____ Phone No. _____ ☐ Own ☐ Other
STREET CITY STATE ZIP

Were You Ever Employed by Carrier? If So, When and Where?

Have You Ever Sought Employment with Carrier? If So, When and Where?

Type of Work Desired:

If Employed, When Can You Report?

## PERSONAL

| Date of Birth<br>Day Month Year | Sex<br>☐ Male<br>☐ Female | Height | Weight | Describe Any History of Health Problems or Disability |
|---|---|---|---|---|

| American Citizen<br>☐ Yes ☐ No | If Not, Do You Intend to Become a Citizen of the U.S.? ☐ Yes ☐ No | ☐ Married ☐ Single ☐ Divorced ☐ Widowed ☐ Remarried ☐ Separated | No. of Children | Ages | How Many Other Dependents Than These? |
|---|---|---|---|---|---|

| Father's Occupation | Your Selective Service Board No. and Address | Present Classification |
|---|---|---|

| Length of Active U.S. Military Service<br>Yrs. Mos. | Branch | Rank or Rating | Serial No. | Date and Type of Discharge |
|---|---|---|---|---|

## EDUCATION

| Name and Location of School (WRITE NAMES AND CITY) | Number of Yrs. | Did You Graduate? | Month & Year Left | Approx. Grade Point Ratio | Class Standing (Percentile) | Nature of Course Taken, or Degree | |
|---|---|---|---|---|---|---|---|
| HIGH SCHOOL AT | | | | XXXX | XXX | | |
| COLLEGE | | | | . / .0 | | DEGREE | MAJOR |
| POST GRADUATE | | | | . / .0 | | | |
| | | | | . / .0 | | | |
| COMMERCIAL OR TECHNICAL COURSES: CORRESPONDENCE COURSES, ETC., COMPLETED AFTER LEAVING SCHOOL | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

IF WHAT PROFESSIONAL ORGANIZATIONS OR ASSOCIATIONS ARE YOU OR HAVE YOU BEEN A MEMBER?

FOREIGN LANGUAGES YOU

| Read | Speak | Write |
|---|---|---|
| | | |
| | | |

Federal and State Law prohibit discrimination because of age, race, color, religion, sex or national origin.
AN EQUAL OPPORTUNITY EMPLOYER

PE-26 (12-67)



A PLANS FOR PROGRESS COMPANY

## EMPLOYMENT RECORD

PRESENT OR LAST EMPLOYER

Firm Name: _____ Address: _____ (STREET) _____ (CITY)

Type of Business: _____ Employed From _____ to _____ Weekly Salary: _____ (BEGINNING) _____ (ENDING)

Job Title: _____ Describe Your Duties: _____

Immediate Supervisor: _____ (NAME) _____ (TITLE) Why Do You Want to Leave? _____

PREVIOUS EMPLOYERS

Firm Name: _____ Address: _____ (STREET) _____ (CITY)

Type of Business: _____ Employed From _____ to _____ Weekly Salary: _____ (BEGINNING) _____ (ENDING)

Job Title: _____ Describe Your Duties: _____

Immediate Supervisor: _____ (NAME) _____ (TITLE) Why Did You Leave? _____

Firm Name: _____ Address: _____ (STREET) _____ (CITY)

Type of Business: _____ Employed From _____ to _____ Weekly Salary: _____ (BEGINNING) _____ (ENDING)

Job Title: _____ Describe Your Duties: _____

Immediate Supervisor: _____ (NAME) _____ (TITLE) Why Did You Leave? _____

Firm Name: _____ Address: _____ (STREET) _____ (CITY)

Type of Business: _____ Employed From _____ to _____ Weekly Salary: _____ (BEGINNING) _____ (ENDING)

Job Title: _____ Describe Your Duties: _____

Immediate Supervisor: _____ (NAME) _____ (TITLE) Why Did You Leave? _____

| Other Previous Employers Firm Name | Location | From | To | Ending Salary | Job Title |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

INDICATE NUMBER OF YEARS EXPERIENCE YOU HAVE HAD IN ANY OF THE FOLLOWING FIELDS

CLERICAL

_____ Stenographer
_____ Filing Clerk
_____ Record Clerk
_____ Cost Clerk
_____ Order Clerk
_____ Shipping
_____ Receiving
_____ Bill of Material
_____ Expediting

OFFICE MACHINES

_____ Typewriter
_____ Transcriber
_____ Comptometer
_____ Calculator
_____ Tabulator
_____ Key Punch
_____ Duplicator

ACCOUNTING

_____ General
_____ Cost
_____ Payroll
_____ Auditing
_____ Methods
_____ Statistics
_____ Tax
_____ Credit & Collection
_____ Budgets

YOUR PHOTOGRAPH MAY BE
ATTACHED BELOW IF YOU SO DESIRE

RELATIVES AND ACQUAINTANCES CONNECTED WITH CARRIER

| Name | Relationship |
|---|---|
| | |
| | |
| | |
| | |
| | |

## FAMILY AND PERSONAL

If You Have Brothers and Sisters, Supply the Following Information:

| First Name | Age | Occupation | Marital Status |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

If You Are Single, Do You Plan to Be Married Within the Next Year?

What Books Have You Read During the Past Year (Exclusive of Textbooks or Assigned Readings)?

What Would You Like and Reasonably Expect to Be Doing Ten Years From Now?

What Occupations Have You Seriously Considered in the Past Five Years?

Is There Anything Which Has Led You to Have a Special Interest in Air Conditioning or Refrigeration? _____ (If Yes, Explain Briefly)

What Periodicals Do You Read Regularly?

What TV or Radio Shows Do You Enjoy?

Indicate Any Geographical Preference and Reasons for Such Preference:

## REFERENCES (Other Than Employers or Relatives)

| Name | Address | Occupation | How Long Has He Known You? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

State Fully Why You Believe You Are Qualified for the Kind of Work for Which You Are Applying:

Starting Salary Desired

**NOTIFY IN CASE OF EMERGENCY**

Name

Address Phone No.

**AGREEMENT**

I hereby authorize investigation of all statements contained in this record (except from present employer ☐). I certify that such statements are true and understand that misrepresentation or omission of facts called for in this form is cause for separation from the company's service. I also agree: (1) To such physical examinations by a company-designated physician as may be required, employment being contingent on the satisfactory passing thereof; (2) If employed to enroll in the company Group Insurance Plan; (3) If employed to reimburse the company for each tool or badge, or other company property used by me and not properly accounted for; (4) If employed, to abide by all the other rules and regulations of the Corporation, including those pertaining to attendance, vacations, sick leave, leaves of absence, layoffs, transfers, termination, health services, and general conduct.

Dated (SIGN FULL NAME)

**APPLICANT DOES NOT FILL IN BELOW THIS LINE**

| Interviewed by | Date | Remarks |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**DISPOSITION**

Accepted ☐ Rejected ☐ Refused ☐

By Letter ☐ By Phone ☐ In Person ☐

**EMPLOYMENT PROCEDURES**

Department Account No.

Starting Salary $ Starting Date

Requisition OK ☐ Job Title

Grade

Reference Checks 1) 2) 3)

EMPLOYMENT DEPARTMENT